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## ABSTRACT

This publication presents the findings from an evaluation of Phase II of the National Youth Anti-Drug Media Campaign. The number one goal of the campaign was to educate youth to reject illegal drugs. This report evaluates Phase II and focuses on the effect of paid television advertising on awareness of anti-drug messages among youth, teens, and parents with school-age children. Findings from the national survey of youth and teens clearly indicate that television, and particularly anti-drug ads, are an important source of information about the risks of drugs. The quantitative and qualitative data gathered from parents demonstrate the need to increase the reach and frequency of ads targeting adults as well as to develop new creatives focusing on parent-child communication skills and the facts about the dangers of drug use. The primary means of measuring the impact of Phase II was through the school-based surveys administered to youth in grades 4 through 12, and telephone surveys of parents with children 18 years old and younger. The document provides the survey methodology, presents and discusses the national survey results, and discusses lessons learned from this campaign. (Contains 5 appendixes and 43 exhibits) (JDM)

**Investing in Our Nation's Youth**  
**National Youth Anti-Drug Media Campaign:**  
*Phase II (Final Report)*

June 1999

**Barry R. McCaffrey**  
*Director*

Executive Office of the President  
Office of National Drug Control Policy

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## MESSAGE FROM THE DIRECTOR

This report, *Investing in Our Nation's Youth: National Youth Anti-Drug Media Campaign, Phase II (Final Report)*, presents findings regarding the effectiveness of the second phase of this historic effort. Each phase of the campaign is being evaluated to assess the success of this initiative in achieving its goals. The overarching mission is to educate and enable America's youth to reject illegal drugs.

Findings from national school-based surveys of youth in fourth through twelfth grades and a national telephone survey of parents as well as results from site visits in twelve communities across the country all indicate the campaign continues to influence our nation's youth and families. Phase II took nationwide the intervention implemented in twelve pilot cities. The findings from Phase II are similar to those from Phase I in that the campaign continues to meet its goals of increasing awareness -- the first step in changing attitudes and ultimately, behavior. While drug usage was not an area where change was expected given the short timeframe of Phase II, the percentage of teens that reported they had tried marijuana in their lifetime decreased significantly from approximately 43 percent to approximately 38 percent. There also were some significant shifts in attitudes in the intended direction.

The lessons learned via the implementation and evaluation of Phases I and II have strengthened the design of Phase III of the National Youth Anti-Drug Media Campaign in a number of ways, including:

- ONDCP is increasing the supply of new anti-drug ads to reach various racial and ethnic groups and has approved the development of new ads in eleven languages other than English.
- Early indications are that anti-drug public service announcements developed by various networks to meet the pro bono match requirement are consistent with our campaign strategy and are highly effective.
- Target audiences have been further refined to focus more on sensation seekers and middle school-aged kids most at risk.
- Alliances with media companies will be developed as they have been found to be highly effective in reaching the target audiences due to the wide range of communication vehicles offered and extensive expertise.
- Over time, a larger percentage of the media have agreed to comply with the one-to-one pro bono match, indicating increasing enthusiasm for this project.

- Recognizing that the Internet is one of the fastest-growing mediums through which to reach our primary target group, Phase III will expand the Internet component of the campaign.
- The reach and frequency of ads targeted toward adults will be augmented.
- Focus group findings and feedback from communities indicate that grassroots efforts are expanding on a local basis.

The lessons learned through the evaluation of Phases I and II demonstrate that the campaign is meeting its goals and community-level anti-drug efforts have been energized. ONDCP remains committed to refining the campaign to sustain long-term anti-drug attitudes and ensure that drug use among young people is reduced.

Barry R. McCaffrey  
Director  
Office of National Drug Control Policy

## ACKNOWLEDGMENTS

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## EXECUTIVE SUMMARY

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### INTRODUCTION

This report presents findings from the evaluation of Phase II of the National Youth Anti-Drug Media Campaign (the Media Campaign) sponsored by the Office of National Drug Control Policy (ONDCP). The largest and most comprehensive anti-drug media campaign ever undertaken by the Federal Government, the Media Campaign features paid advertising.

The Media Campaign is being implemented in three phases, with an evaluation of each phase. Phase I was a pilot test of the campaign intervention in 12 target sites matched with 12 comparison sites. Phase II expanded the Phase I intervention to the national level and used additional media as new creatives became available (e.g., Internet banners). Phase II included 82 different advertisements that were presented through a range of media, including television, radio, newspapers, magazines, school book covers, movie theaters, and the Internet. The national media buy will continue in Phase III and other elements of the campaign will be fully underway, including additional partnerships with the media, entertainment, and sports industries, as well as civic, professional, and community groups. In each phase of the campaign, every media outlet that accepts the campaign's paid advertising has been required to match the government's purchase with an equal value of public service in the form of public service announcement (PSA) time or space, or other programs or activities related to youth substance abuse prevention. This public service time is shared with other organizations to promote anti-drug related messages, such as mentoring, underage alcohol and tobacco use, early childhood development, teen volunteering, crime prevention, and after-school activities. Media outlets can also provide in-kind contributions for local community events, and other unique activities.

For Phase II, the overall communication objective was to reach 90 percent of the target audience with 4 to 7 anti-drug messages each week. The specific goals for the paid campaign component were to reach 90 percent of the teen audience with 4 messages a week across all media (360 total gross rating points [GRPs]), 66 percent of youth aged 9 to 14 with 3 messages per week (198 GRPs), and 74 percent of adults aged 25 to 54 with 3.5 messages per week (259 GRPs). Parents and other adult influencers were to be the focus of approximately 40 percent of the messages and youth aged 9 to 18 were the emphasis of 60 percent of the intervention, prioritized as follows: young teens 11 to 13 years of age, teens 14-18 years of age, and youth 9 to 10 years of age.

This report on the evaluation of Phase II focuses on the effect of the paid television advertising on awareness of anti-drug messages among youth, teens, and parents of school-age children.



The major findings of the evaluation are as follows:

- The findings from national school-based surveys of youth and teens, national telephone surveys with parents, and site visits in twelve sites indicate that the paid placement of anti-drug advertisements resulted in significant increases in awareness of anti-drug ads and messages among all three target groups.
  - For all three paid ads included on the youth survey instrument, there were significant increases in awareness from baseline to followup, with substantial differences ranging from 7 to 10 percentage points.
  - For all four of the paid ads included on the teen survey instrument, there were increases in the percentage who reported seeing the ads “often”; for three of the ads the difference was substantial, ranging from 5 to 14 percentage points.
  - For three of the four ads included on the parent survey instrument, there were statistically significant increases in the percentage who reported seeing the ads “often”; the increase was substantial for two of the ads, with changes of 8 and 9 percentage points.
- Quantitative data also show that the ads were effective among youth:
  - The percentage of youth who agreed that the ads make them “stay away from drugs” increased a substantial 8 percentage points between baseline and followup; and
  - The percentage of youth who agreed that the ads tell them something they didn’t know about drugs increased 5 percentage points between baseline and followup.
- Teen questionnaire data show that the ads were also effective among that group at the national level:
  - From baseline to followup, there was a significant increase of 13 percentage points among teens who “agree a lot” that *Frying Pan* made them less likely to try or use drugs (from 23 to 36%);
  - From baseline to followup, there was a significant increase of 7 percentage points among teens who “agree a lot” that *Alex Straight A’s* made them less likely to try or use drugs (from 12 to 19%);
  - From baseline to followup, there was a significant increase of 6 percentage points among teens who “agree a lot” that *Rite of Passage* made them less likely to try or use drugs (from 10 to 16%);
  - From baseline to followup, there was a significant increase of 8 percentage points among teens who “don’t agree at all” that *Frying Pan* exaggerated the risks or dangers of drugs (from 16 to 24%);

- From baseline to followup, there was a significant increase of 7 percentage points among teens who "don't agree at all" that *Alex Straight A's* exaggerated the risks or dangers of drugs (from 13 to 20%); and
- From baseline to followup, there was a significant increase of 6 percentage points among teens who "don't agree at all" that *Rite of Passage* exaggerated the risks or dangers of drugs (from 9 to 15%).
- Television commercials were an important source of information about the risks and dangers of drugs; there was a significant increase in the percentage of youth who said they learned "a lot" from TV commercials that "drugs are bad," from 44 to 52 percent between baseline and followup, and there was a significant increase in the percentage of teens who learned "a lot" from TV commercials about the "risks of drugs," from 25 to 30 percent between baseline and followup.

The major findings on awareness and effectiveness of the ads are consistent in almost every instance across demographic variables, i.e., grade in school, gender, and race/ethnicity for youth and teens, and gender, race/ethnicity, age group, income level, and education level for parents.

## THE MEDIA CAMPAIGN DESIGN

The number one goal of *The National Drug Control Strategy* is to "Educate and enable America's youth to reject illegal drugs as well as alcohol and tobacco." Objectives in support of that goal include "Pursue a vigorous advertising and public communications program dealing with the dangers of drug, alcohol, and tobacco use by youth." The President's drug control budget for FY 1998 included proposed funding for a Media Campaign, which received bipartisan support in Congress. Under the Treasury-Postal Appropriations Act, 1998, the House and Senate approved funding (P.L. 105-61) for "a national media campaign to reduce and prevent drug use among young Americans."

Planning for the Media Campaign began in early 1997. ONDCP initiated a collaboration with the Partnership for a Drug-Free America (PDFA), which provided the creative advertising for the Media Campaign through their existing pro bono relationship with leading American advertising companies.

The Media Campaign has three goals:

- Educate and enable America's youth to reject illegal drugs;
- Prevent youth from initiating use of drugs, especially marijuana and inhalants; and
- Convince occasional users of these and other drugs to stop using drugs.

Through realistic portrayals, the Media Campaign is designed to show the harmful effects of drugs and the benefits of a drug-free lifestyle, "denormalize" drug use

by reminding people that most youth do not use drugs, and empower parents with information and strategies to prevent their children from using drugs.

The three phases of the Media Campaign are progressively more sophisticated:

- *Phase I* was a 26-week pilot test that ran from January through June 1998 in 12 metropolitan areas across the country. Because the timeframe for launching the first phase did not allow the development of new advertisements, television, radio, newspaper, and outdoor advertisements that had already been produced by PDFA were used and were placed in paid spots, with a pro bono match requirement.
- *Phase II* was the initial nationwide advertising phase. It began in July 1998 and ran into early 1999. Expanded to a national audience, Phase II included advertising through such outlets as television, radio, newspapers, magazines, movie theaters, and the Internet. Television advertising included national network and cable stations as well as local stations and in-school Channel One. As in Phase I, the Media Campaign purchased time slots for broadcasting television and radio ads to ensure that the ads reached their target audiences. Stations agreed to provide pro bono, one-to-one matching time for other advertisements or in-kind programming. Some of the ads used in Phase I were also used in Phase II, but new ads were also introduced.
- *Phase III* will mark full implementation of the Media Campaign, beginning in 1999 and running for four years. Phase III will disseminate new advertisements developed specifically for the Media Campaign. A key feature of the Phase III effort is to build partnerships with community-based and national anti-drug groups, local and State governments, industry, private businesses, and professional sports teams. For the most part, those partners will play various non-advertising roles.

## STRATEGY FOR EVALUATION OF THE MEDIA CAMPAIGN

The effectiveness of each phase of the Media Campaign will be measured by an impact evaluation. The evaluations are being conducted within the broader context of the *Performance Measures of Effectiveness: A System for Assessing the Performance of the National Drug Control Strategy*, issued in 1998 by ONDCP. With the impact evaluations, ONDCP expects to be able to detect changes in awareness of anti-drug messages presented through the media within a few months of the start of the Media Campaign, changes in perceptions and attitudes about drug use within 1 to 2 years, and changes in behavior within 2 to 3 years.

Because of the short time periods for the evaluation of Phases I and II, the evaluations of those phases focus on change in awareness of paid anti-drug ads that are part of the Media Campaign. Expected changes in perceptions and attitudes about drug use, and expected changes in behavior, are to be measured in the Phase III evaluation.

The final evaluation report on Phase I was published in March 1999 (*Testing the Anti-Drug Message in 12 American Cities: National Youth Anti-Drug Media Campaign, Phase I (Report No. 2)*).

## IMPLEMENTATION OF PHASE II

Phase II of the National Youth Anti-Drug Media Campaign was launched on July 9, 1998, by President Clinton, ONDCP Director McCaffrey, and others in a ceremony in Atlanta, Georgia.

Phase II shared some characteristics with Phase I:

- The Media Campaign purchased time slots for television and radio ads to ensure that the ads reached their target audiences;
- Selected to be appropriate for child, teen, or adult audiences, the paid advertisements were scheduled to be broadcast during peak viewing/air time for each of the target audiences;
- The anti-drug advertising was directed primarily at teens and youth, with somewhat less emphasis on parents;
- Advertisements emphasized prevention of the use of marijuana and drugs in general in all sites, while advertisements against the use of inhalants, methamphetamine, and heroin were targeted to media markets where those drugs were known to be a problem; and
- Stations were required to provide pro bono, one-to-one matching time for other approved public service announcements or in-kind programming.

Phase II was also significantly broader than Phase I:

- Phase II of the Media Campaign was national in scope, with television and radio advertising purchased on national networks as well as in individual major media markets;
- Advertising was also purchased in newspapers with national distribution, including the *New York Times* and *USA Today*, as well as in the top 100 local newspapers in the country;
- Advertising was purchased in popular magazines with national distribution, including *U.S. News & World Report*, *People*, *Entertainment Weekly*, *Time*, *Parade*, *Family Circle*, *Readers' Digest* (which also published a booklet), *Newsweek*, *Sport Magazine*, the monthly newsletter of the Southern Christian Leadership Conference, *Teen Magazine*, and *Sports Illustrated for Kids*;
- Major League Soccer (MLS) published advertisements in its *Free Kick* magazine, which is distributed free at the MLS games, and in its program for the All Star game;

- In-theater video advertising (Screenvision, Cinespot, Channel M) was purchased, and included five teen and youth spots and two adult spots;
- Theater Radio Network advertising was also purchased, and included four network radio spots plus two others; and
- Anti-drug advertising and information about drugs were made available on 25 Internet sites, most of them frequented by youth and teens.

Phase II also included more advertisements (82, compared to 62 in Phase I) in more media. Of the 82 advertisements, a total of 45 were television ads shown on local stations across the country. Of those 45 ads, 35 were shown on broadcast networks and 37 on national cable, and 15 were shown on in-school Channel One. The Media Campaign provided local radio stations with 14 spots directed at youth and teens; 8 of those 14, plus an additional 3, were also purchased for broadcast on network radio, along with 1 spot for adults. Eight print advertisements were purchased for newspapers, seven of which were included in the 12 purchased in magazines. Finally, three book covers and one gymboard were provided as in-school advertisements.

## EVALUATION OF PHASE II

The primary means of measuring the impact of Phase II of the Media Campaign was through the administration of school-based surveys to youth (4th through 6th graders) and teens (7th through 12th graders) and telephone surveys of parents with children 18 or younger. The youth and teen surveys were administered in schools in 175 counties from a national random sample of counties ("primary sampling units"). Parent surveys were conducted by telephone in a national sample by "random digit dialing." Surveys were administered prior to the beginning of Phase II, in May and June 1998 (baseline), and near the end of Phase II in October and November 1998 (followup). Follow-up surveys for youth and teens were administered in the same schools as at baseline, but to different children in order not to bias follow-up responses. Similarly, the national random sample of parents at followup was different from the sample at baseline. Respondents were asked about their awareness of anti-drug ads in the media and about their perceptions, attitudes, and behaviors with regard to drug use.

To provide a context for the quantitative findings, site visits were made prior to and at the end of Phase II to 12 metropolitan areas that varied in population size, were demographically representative of the U.S. population, and were geographically distributed across the country. During each site visit, focus groups and interviews were conducted in both center-city and non-center-city locales in each of the 12 sites. Focus groups were conducted with members of the target audiences (elementary, middle, and high school youth, and parents). Interviews were conducted with key informants in the communities (e.g., prevention and treatment specialists, community coalition members, law enforcement representatives, members of the clergy).



For this Phase II Final Report, the focus is on change in awareness as measured by student and parent survey data, using site visit data to help explain and interpret analysis of the survey data. Measures of awareness of the anti-drug advertisements concentrated on television ads only, and specifically on a subset of television ads that were the subject of survey questions.

## METHODOLOGICAL SCOPE

The following methodological considerations have a direct bearing on the findings of this evaluation:

- *Student samples*—In-school student samples were drawn from the universe of all schools (both public and nonpublic) in the United States. The sample was drawn using a multistage random sampling procedure with three stages of selection. Stage 1 was the selection of 175 Primary Sampling Units (PSUs); for this study, PSUs were counties, which were selected randomly with probability proportional to their size, making the PSUs nationally representative of the US population. Stage 2 was the selection of one or more schools in each PSU, and Stage 3 was the selection of classrooms within the schools. The sample included a total of 350 schools, 175 for the youth sample and 175 for the teen sample. The same schools were used for both baseline and follow-up survey administration, but the sample of classes for the followup was drawn independently from the sample drawn for the baseline to avoid inclusion of respondents who had been predisposed to questions during baseline. The sample consisted of all students in the selected classes who were present on the scheduled date of the survey. The final sample size for students was 22,534 at baseline and 23,414 at followup.
- *Parent sample*—Parents were not selected to be related to the children in the youth and teen samples, which is to say that the parent and student samples were independent samples. The parent sample was a completely random sample, obtained by using a random digit dialing (RDD) technique; this makes it possible to project survey results to the test universe. The universe for the study was all parents of children 18 years of age or younger in the United States. The sample of telephone numbers was drawn from all exchanges in the United States. Interviews were conducted by telephone from a central telephone interviewing location. The baseline and follow-up interviews were conducted following the same procedures, but the two samples were independent (i.e., individuals were not re-interviewed). The baseline sample size was 4,209, while at followup 4,256 parents were interviewed.
- *Survey instruments*—The youth, teen, and parent questionnaires were developed from existing survey instruments used to assess responses to various PDFA campaigns and from *Monitoring the Future* and the *National Household Survey on Drug Abuse*. Because the paid advertisements used in the Media Campaign were developed by PDFA, these surveys were appropriate data collection tools, but they were modified significantly in order to adequately measure the goals of the Phase II Campaign. The teen survey

used in Phase II was modified from the one used in Phase I to include additional questions about attitudes and behaviors. (Appendix B contains copies of the in-school and parent survey instruments.)

- *Survey administration*—Baseline data collection began in April and continued through June 1998, prior to the beginning of the Phase II intervention period. Follow-up surveys were conducted in October and November 1998, near the end of Phase II. Thus the student survey data spanned two different school years, resulting in cohort changes: the students who took the follow-up survey in the Fall were relatively younger than those who took the baseline survey in the Spring.
- *Statistically significant findings*—The survey results presented in the exhibits of this report highlight statistically significant findings. The fact that estimates of change are found to be statistically significant does not necessarily imply that the difference is large or meaningful in a practical sense. Discussion of the survey results focuses on findings that are significant in a practical sense (for purposes of this report, changes of 5 percentage points or more). However, statistical significance is important in itself because it means that one can conclude, with a small risk of error, that new estimates would not be different from the old estimates if the survey were replicated with different samples drawn from the same population, using the same sampling procedures. That is, the differences cannot be attributed solely to sampling error.
- *Media buying information*—The media buying information provided in this report applies solely to the paid component of the Media Campaign (pro bono is not included) and covers the period from July through November 1998, unless otherwise indicated. The media buying plan information was used to identify the specific ads that comprised the national television component of Phase II and to estimate the exposure of the ads to their intended audiences (expressed as gross rating points or GRPs). The media buying contractor to ONDCP, Bates USA, provided available data on "as purchased" or planned television activities for the youth, teen, and adult television buys.

## **EVALUATION RESULTS REGARDING AWARENESS OF SPECIFIC ADS**

Survey respondents from each of the three groups included in the evaluation (youth, teens, and parents) were asked about their awareness of only a selection of all paid television advertisements that were part of Phase II of the Media Campaign. Youth were surveyed about three paid ads: *Drowning*, *Girlfriend*, and *Long Way Home*. Teens were surveyed about five ads: *911* (not shown in all parts of the country), *Alex Straight A's*, *Frying Pan*, *Layla*, and *Rite of Passage*. Because *911* did not air nationally, findings are not reported for this ad. Parents responded to questions regarding four ads: *Burbs*, *Girl Interview*, *O'Connor*, and *Under Your Nose*. The main findings of this study pertain to awareness of these Phase II Media Campaign ads. The ads that were the subject of specific survey

questions were not necessarily those that aired with the greatest frequency or reach, as indicated by media buy and gross rating point data.

### Youth

During the Phase II Media Campaign the percentage of youth who answered "yes" when asked if they had seen anti-drug ads on TV increased substantially between baseline and followup. For all three ads on the youth survey—*Long Way Home*, *Girlfriend*, and *Drowning*—these increases were statistically significant. Results are presented graphically in Exhibit 1.

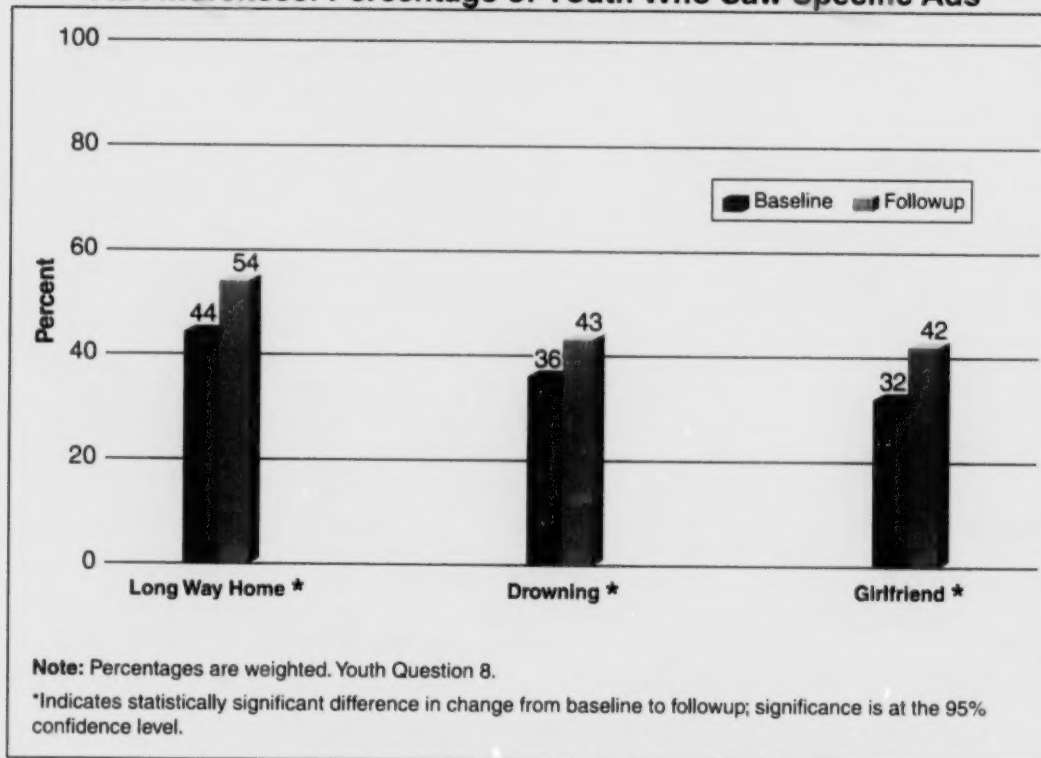
- *Long Way Home*—At followup, 54 percent of youth surveyed recalled seeing this ad, compared with 44 percent at baseline, a 10 percentage point change and a 22.6 percent increase. The increase was significant among both boys and girls, 4th, 5th, and 6th graders, and White, Black, and Hispanic youth.
- *Girlfriend*—This ad was not shown nationally on the broadcast networks, but was shown on national cable and on local stations. From baseline to followup the percentage of youth who recalled this ad increased 10 percentage points, from 32 to 42 percent, which is a 30.7 percent increase. The increase was significant among boys and girls, 4th, 5th, and 6th graders, and White, Black, and Hispanic youth.
- *Drowning*—This anti-inhalant ad was reported seen by 43 percent of youth at followup, compared with 36 percent at baseline, an increase of 7 percentage points or 17 percent more at followup than at baseline. The increase was significant among boys and girls, 4th, 5th, and 6th graders, and White and Hispanic youth.

In addition when youth were asked if they agreed or disagreed that TV ads make them stay away from drugs, the percentage of youth who agreed increased significantly from 61% at baseline to 69% at followup, an increase of 8 percentage points. The increase was significant among boys and girls, 4th, 5th, and 6th graders, and white and Hispanic youth. Results are presented graphically in Exhibit 2.

### Teens

On their survey, teens were asked if they had seen five specific anti-drug ads in the past few months. Possible responses were "often," "a few times," and "not at all." In the analysis of teen survey data, tests of statistical significance were done on "often" responses only, which produces a conservative measurement of teens' awareness of the ads. One of the ads on the survey—*911*—is an anti-methamphetamine ad that was not shown nationally on broadcast or cable networks and was aired locally only in selected metropolitan areas. Recognition

**Exhibit 1**  
**Ad Awareness: Percentage of Youth Who Saw Specific Ads**

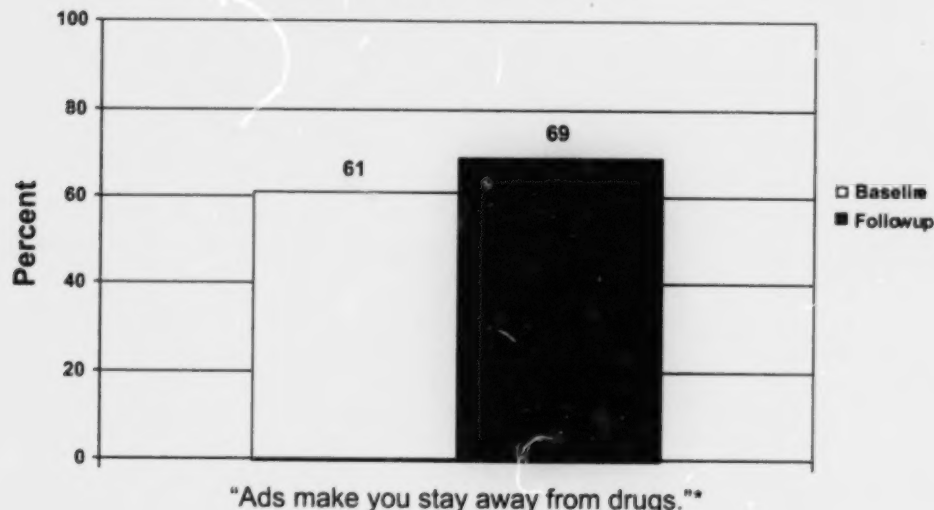


was correspondingly low and the slight change from baseline to followup was not statistically significant. The other four ads on the teen survey—*Frying Pan*, *Alex Straight A's*, *Rite of Passage*, and *Layla*—did show significant change in recognition from baseline to followup. Exhibit 3 presents the changes graphically.

- *Frying Pan*—At baseline, 18 percent of teens reported seeing this ad “often,” compared with 32 percent at followup. This 14 percentage point change is a 76 percent increase. The increase was significant among males and female teens; 7th and 8th, 9th and 10th, and 11th and 12th graders; and Whites, Blacks, Hispanics, and Asian/Pacific Islanders.
- *Alex Straight A's*—This ad was shown more often than any other ad on any of the three surveys, primarily on cable networks, and had the highest reach (as measured by GRP data) among teens. At baseline, slightly less than 9 percent of teens reported seeing the ad often, but at followup the percentage was nearly 17 percent, a change of 8 percentage points and an increase of nearly 90 percent. The increase was significant across the board: male and female, 7th through 12th graders, and Whites, Blacks, Hispanics, and Asian/Pacific Islanders.
- *Rite of Passage*—At baseline, less than 7 percent of teens recalled seeing this ad often, but at followup the percentage increased to more than 12 percent, or nearly

## Exhibit 2

### Increases, Due to Watching TV Ads, in Youth Agreement That Ads Keep Them Away From Drugs



NOTE: Percentages are weighted. Youth Question 9, Part b.

\*Indicates statistically significant change from baseline to followup; significance is at the 95% confidence level.

84 percent more. The increase was significant among females, 7th through 10th graders, and Whites, Blacks, Hispanics, and Asian/Pacific Islanders.

- *Layla*—The percentage of teens who reported seeing *Layla* often increased from 7 percent at baseline to 9 percent at followup. Though statistically significant, this increase may not be significant in a practical sense.

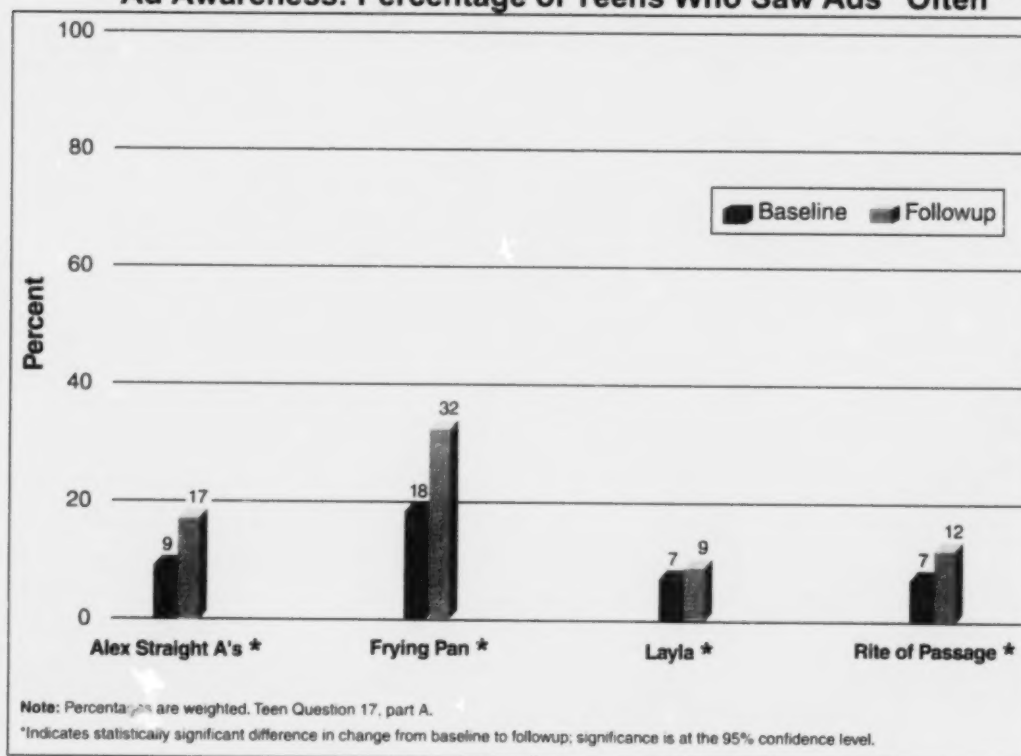
#### Parents

As with teens, parents were offered three responses to whether they had seen four paid ads that were targeted at them: "often," "a few times," and "not at all." As with teens, the conservative approach was taken to measure parent awareness of the ads: computing statistical significance for "often" responses only. Of the four Phase II ads on the parent survey—*Burbs*, *O'Connor*, *Girl Interview*, and *Under Your Nose*—the latter three elicited statistically significant change in recognition from baseline to followup. These changes are illustrated in Exhibit 4.

- *O'Connor*—From baseline to followup the percentage of parents who recalled seeing this ad "often" increased from approximately 20 percent to more than 29 percent. This change of 9 percentage points is a 45 percent increase. The increase was significant across every demographic domain, including gender, age of parent, grade of child, household income, education, and race/ethnicity.



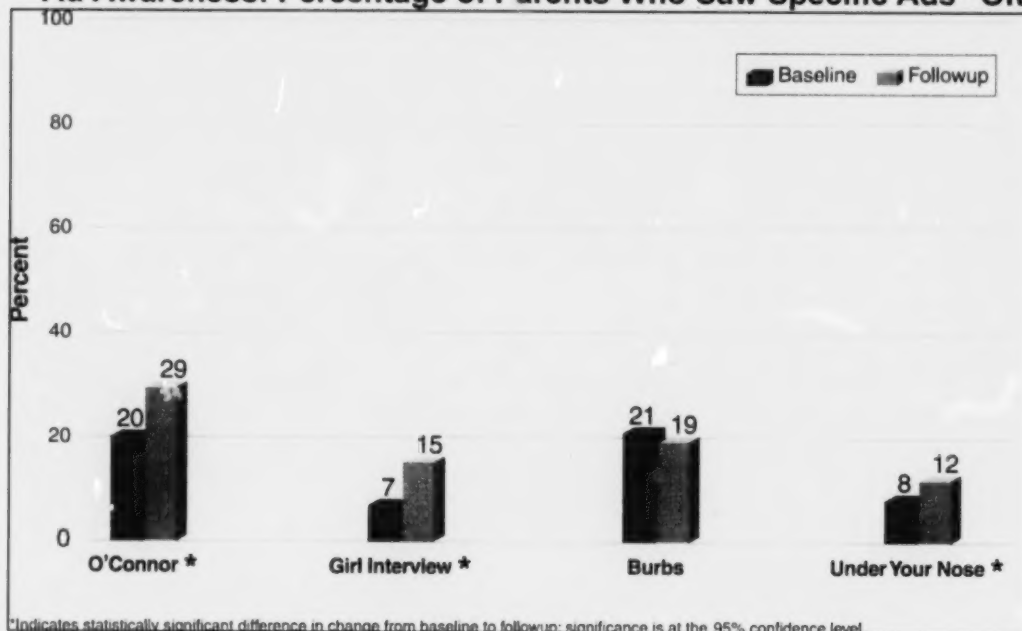
### Exhibit 3 Ad Awareness: Percentage of Teens Who Saw Ads "Often"



- *Girl Interview*—This ad was shown on broadcast network television more often than any other in Phase II of the Media Campaign, and had the greatest reach among adults, according to GRP data. From baseline to followup, the percentage of parents who recalled seeing *Girl Interview* "often" increased from less than 7 percent to approximately 15 percent, a change of 8 percentage points and a 114 percent increase. As with *O'Connor*, the increase was statistically significant across every demographic domain.
- *Under Your Nose*—This anti-inhalant ad was shown on national broadcast and cable networks, but on local stations only in selected metropolitan areas. From baseline to followup, the percentage of parents who recalled seeing this ad "often" increased from approximately 8 percent to nearly 12 percent, a 50 percent increase. The increase was significant among parents between the ages of 18 and 34, parents with children in grades 10–12, parents with incomes from \$15,000 to \$50,000, and parents with no college education.

Recognition of *Burbs* actually decreased from baseline to followup (from 21 to 19%), but those levels of recognition were the highest of the four ads at baseline and second highest at followup. *Burbs* was purchased on national broadcast and cable networks, but not on local stations.

### Exhibit 4 Ad Awareness: Percentage of Parents Who Saw Specific Ads "Often"



### LESSONS LEARNED

Based on analysis of Phase II data, certain themes and issues emerged. Lessons learned support conclusions about the effectiveness of the Phase II Campaign and the formulation of recommendations that may support Phase III of the Campaign.

#### Lesson 1: Phase II Resulted in Increased Awareness of Anti-Drug Advertisements at the National Level

The major objective of the Phase II Campaign was to increase awareness at the national level of anti-drug ads paid for by the Campaign. This was important in order to provide guidance to the Phase III national Campaign in terms of baseline assessments and the design and implementation of the larger evaluation.

Comparisons of baseline and followup survey data clearly indicate that youth, teens, and parents saw or heard significantly more anti-drug ads at followup than at baseline. Youth were more aware of three ads—*Long Way Home*, *Girlfriend*, and *Drowning*. Teens indicated greater recall of four ads—*Alex Straight A's*, *Frying Pan*, *Layla/Old Friends*, and *Rite of Passage*. And, parents were more aware of three ads—*Girl Interview*, *O'Connor*, and *Under Your Nose*. Given these findings, the following conclusions can be drawn about the impact of the Phase II Campaign on its audiences:

- Repeated broadcasts of individual advertisements on drug use dangers raised viewer awareness of anti-drug ads at the national level, regardless of the viewer's age; and
- The content of drug-specific ads was appropriately matched with the audiences targeted through national and local television buys (e.g., inhalants with youth).

Two recommendations are pertinent here:

- Survey questions should be expanded in the future to include other media used (e.g., radio, newspaper, magazine, theater) so that the Media Campaign can assess the effectiveness of components other than television; and
- In all age groups, awareness of specific ads increased among some ethnic groups significantly more than other ethnic groups. Both the content and the language (English or Spanish) of these ads should be examined for clues as how best to target and develop ads for areas with appreciable ethnic populations. Phase III will include ads in 11 languages other than English.

### **Lesson 2: TV Commercials and Other Media Are Key Information Sources on Drug Use Dangers for Youth and Teens**

Youth and teens were asked how much they learned about the dangers of drugs from a variety of media and nonmedia sources that included school classes; their parents/grandparents; siblings; friends; television commercials; television shows, news, or movies; radio; and the street. The most statistically significant increase over the Phase II Media Campaign evaluation period was in the percentage of young persons reporting TV commercials as a source of information about the dangers of drugs. This holds true across demographic variables. Furthermore, for youth and teens, the use of television is associated with the Media Campaign because the percentage of youth who said they had actually seen the anti-drug ads on television increased significantly over the Phase II Campaign evaluation period.

Additionally, over the course of the evaluation period, there was a significant increase in the percentages of both youth and teens who perceived that TV shows, news, and movies were important sources of anti-drug information. Also the percentage of youth and teens who reported they had seen anti-drug ads on billboards and posters on buses, bus stops or subways increased significantly over the course of the evaluation period. And, the percentage of teens who learned about drug risks from newspapers or magazines increased from baseline to followup.

The conclusions that can be drawn from these findings include:

- The use of paid television ads as a source of anti-drug information for youth and teens was effective in reaching these target groups; and

- The use of TV shows, news, and movies; outside billboards; and posters on buses, bus stops and subways are effective ways of reaching youth and teens with anti-drug messages.

### **Lesson 3: Parents, Youth, and Teens Perceived Phase II Ads To Be Effective**

From baseline to followup, there was a significant increase in the percentage of all age groups who perceived the anti-drug ads to be effective. Youth indicated that the ads told them something about drugs that they did not already know, encouraged them to stay away from drugs, and made them aware of the dangers of drugs. Teens said that the four ads targeted to their age group made them less likely to try or use drugs. And, parents stated that the ads provided them with new information or told them things that they did not know or that the ads made them aware that America's drug problem could affect their children. This indicates that all age groups perceived some benefits from the anti-drug messages.

Furthermore, from the baseline to the followup periods, the percentage of youth and teens who viewed the ads as lying about the dangerousness of drugs or exaggerating the risks of drug use decreased significantly. These findings support the following recommendation:

- Ads that present negative consequences of drug use and that target parents, youth, and teens should be continued as the Media Campaign progresses.

### **Lesson 4: Teens and Parents Did Learn Some New Facts About the Risks of Using Drugs**

While the major expectation of the Phase II Campaign was to increase awareness of the anti-drug ads shown, a secondary objective was to begin to change attitudes and perceptions about the harmfulness and risks of illegal drug use. Findings indicate that increased frequency of drug-specific ads led to greater recognition of the drug risks and dangers addressed by those ads. Survey findings indicated that from baseline to followup, teens showed an increase in awareness about the risks associated with using marijuana "once or twice" or "occasionally." This is important because we know from the Phase I evaluation that some teens view marijuana as acceptable and as one of their drugs of choice. Also, the percentage of parents who recognized the risks involved with using methamphetamine regularly increased significantly from baseline to followup.

Given these findings, the following conclusions can be made about the impact of the Phase II Campaign on increasing knowledge about the risks associated with using drugs:

- The Phase III Media campaign should continue to target teens with anti-marijuana messages; and
- Future campaigns should continue to target parents with anti-drug messages on drugs that they lack information about rather than those that are commonly

understood to be risky. Future campaigns should provide guidance to parents on how to talk to their children about the dangers of drugs.

### **Lesson 5: The Media Campaign Changed Some Attitudes Toward Drug Use**

There were a few findings suggesting that even the short period examined has resulted in some inroads to changing youth and teen attitudes toward drug use.

The percentage of youth who said they were scared of taking drugs increased during the Phase II Campaign evaluation period.

The Campaign also had some success in changing teens' attitudes about drug use. For example, the percentage of teens who said that taking drugs scares them, who said they did not want to hang around anyone who used marijuana, and who perceived great risk in using methamphetamine regularly increased from the baseline to the followup periods.

Additionally, teens were asked specific questions pertaining to their attitudes about marijuana. Over the course of the Campaign evaluation period, the percentage of teens who understood specific negative consequences of marijuana increased significantly. For example, they increasingly understood the negative effects of marijuana: use would most likely lead to harder drugs; use would lead to doing worse at school, work or sports; or that one could mess up one's life or miss out on the good things in life. The fact that the teens experienced attitude changes in a positive direction about marijuana is important because we know that this is a commonly accepted drug among this age group.

Additionally, survey findings revealed that the disapproval of close friends is important to teens. For example, there was a significant increase from the baseline to followup periods in the percentage of teens who believed that their close friends would strongly disapprove of them trying marijuana once or twice, occasionally, or regularly, or trying methamphetamine once or twice. These findings highlight the substantial influence that teens can have on one another.

The following conclusions are supported by these findings:

- Drug-specific ads targeted at teens were effective in increasing negative attitudes about marijuana and methamphetamines; and
- Ads targeted to teens should build on the influence of peer relationships, especially with regard to using teen disapproval to facilitate positive attitudes and behaviors.

### **Lesson 6: Parents Are Key Sources of Information and Influence Regarding Drug Use**

Survey results indicated that parents were a key information source about the risks of drugs for both youth and teens. However, survey data also show serious discrepancies in parents' claims about their drug-related communication with



their children. The percentage of parents who stated that they had ever talked with their child about drugs or that they talked to their child about drugs during the past year did not increase significantly over the course of the Phase II Campaign. We know from the Phase I Media Campaign findings that many parents do not talk with their children because of their own past or present drug use, lack of information about drugs, concern over how or when to present information to their children, denial that the problem could affect their children, or acceptance of the youth drug culture.

Additionally, teens clearly indicated that they thought their parents would strongly disapprove of many types of drug use. For example, there were significant increases over time in the percentage of teens who believed that their parents would strongly disapprove of trying marijuana once or twice, occasionally, or regularly; of trying methamphetamine once or twice; taking crack/cocaine once or twice or occasionally; or of taking heroin once or twice or occasionally. These findings appear to indicate that the views of parents matter to teens and influence them.

In light of these findings, the following recommendations are offered:

- Parents urgently need to know more about drugs, their risks, what they look like, and how young people gain access to them;
- A significant portion of the Phase III Campaign ads should be devoted to the improvement of communication between parents and their children on the subject of drug use;
- Ads on parent-child communication should point out the possible discrepancies between young people's knowledge and experience with drugs and parents' perceptions about how much their children know; and
- Ads on improving parent-child communication should move beyond stressing the general importance of parent-child communication and present specific methods to parents that can be expected to be effective in communicating dangers of drug use to their children.

(All of these recommendations are being incorporated in the Phase III design.)

### **Lesson 7: Surveying Students in School Settings Is Problematic**

In attempting to survey students in school settings, many barriers are encountered. The in-school surveys cannot take place if the school or school district refuses entry. Some schools experience difficulty obtaining signed parent consent forms or do not gain approval from their Institutional Review Board in time for the survey. Also, unrelated legal issues may result in last-minute refusals to participate. Thus, the following recommendation is made:

- Future on-site research should not rely on in-school surveys. The issue of gaining parental consent is only one of the problems encountered on conducting school-based research. The methodological issues regarding

parental consent in school-based research have been the subject of a number of recent reviews (e.g., Anderman et al., 1995; Dent et al., 1993). These two studies concur on several findings of relevance to this report. First, students with and without active parental consent have different demographic characteristics (including SES and ethnicity), thus leading to potential sample bias. Second, teenagers without active parental consent are higher in risk-taking and in marijuana use, thus reducing the generalizability of the results. Third, teenagers with active consent are more likely to have seen information on alcohol, tobacco, and drug use—again with implications for valid interpretations of survey findings.

### **Lesson 8: Media Monitoring and Media Buy Data Are Essential in the Interpretation of Media Campaign Findings**

Media monitoring and media buy data are vital in the evaluation of media campaigns because they support, validate, and help to interpret the quantitative survey findings. These data are necessary because they clearly spell out the nature of the intervention (e.g., the specific ads broadcast, daypart, show, gross rating points, reach, frequency, and cost of ads). Such information allows for a comparison of the effectiveness of different ads and media approaches. Media buy data can also be used to do cost-benefit analyses for each ad by comparing its rate of exposure to its payment rate. And, finally, media monitoring data serve as a verification that the ads that were purchased were actually broadcast. Recognition of these strengths of media monitoring data lead to the recommendation that media monitoring data should include information about all types of media used in the intervention because this enables a comparison of the effectiveness of different types of media (e.g., broadcast versus cable television, radio versus television).

### **SUMMARY**

The findings from the national survey of youth and teens clearly indicate that television, and particularly anti-drug ads, are an important source of information about the risks of drugs. Awareness of specific youth, teen, and adult anti-drug ads that were part of the National Youth Anti-Drug Media Campaign increased over the period examined, indicating the tremendous potential of the campaign to reach parents, youth, and teens with vital anti-drug messages. The quantitative and qualitative data gathered from parents demonstrate the need to increase the reach and frequency of ads targeting adults as well as to develop new creatives focusing on parent-child communication skills and the facts about the dangers of drug use. The lessons learned via the implementation and evaluation of Phases I and II have strengthened the design of Phase III. The implementation and evaluation of Phases I and II demonstrate that these efforts did meet their goal of increased awareness and also found changes in some attitudes—a positive indicator that the Phase III campaign will meet its goals of sustaining long-term anti-drug attitudes and reducing drug use among youth.

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## 1. INTRODUCTION

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This report presents findings from the evaluation of Phase II of the National Youth Anti-Drug Media Campaign (the Media Campaign) sponsored by the Office of National Drug Control Policy (ONDCP). The largest and most comprehensive anti-drug media campaign ever undertaken by the Federal Government, the Media Campaign is further distinguished from previous efforts because it features paid advertising.

The Media Campaign is being implemented in three phases, with an evaluation of each phase. Phase I was a pilot test conducted from January through June 1998 in 12 metropolitan areas across the country. Phase II was the initial nationwide implementation and ran from July 1998 into early 1999. Phase III is the full implementation, starting in 1999 and running for 4 years. Phase II included 82 different advertisements that were presented through television, radio, newspapers, magazines, school book covers, movie theaters, and the Internet. This report on the evaluation of Phase II focuses on the effect of the paid television advertising on awareness of anti-drug messages among youth, teens, and parents of school-age children.

This introductory chapter provides the context for the findings that follow in subsequent chapters. After presenting an overview of the design of the Media Campaign and describing the overall strategy for the evaluation, discussion focuses on the implementation and evaluation of Phase II. The chapter concludes with a summary of the organization of the report.

### 1.1 THE MEDIA CAMPAIGN DESIGN

After more than a decade of steady decline in the reported use of drugs by teenagers, from 1992 to 1996 national survey data from the *Monitoring the Future* study showed increases in drug use by 8th, 10th, and 12th graders, and a corresponding steady decrease in their disapproval of drug use and perception of the risk of drug use. The 1996 *Monitoring the Future* study found that more than half of all high school students use illicit drugs by the time they graduate, and more than 20 percent of youth surveyed reported using marijuana in the past month. These findings were the impetus for mounting the Media Campaign.

In 1997, the number one goal of *The National Drug Control Strategy* became to "Educate and enable America's youth to reject illegal drugs as well as alcohol and tobacco." Ten objectives are listed under that goal, including providing prevention programs in schools, promoting zero tolerance policies for youth regarding the use of drugs, educating parents and other adults who influence youth, and assisting the development of community coalitions and programs to prevent drug abuse.

The second objective in support of the goal is "Pursue a vigorous advertising and public communications program dealing with the dangers of drug, alcohol, and tobacco use by youth." The President's drug control budget for fiscal year 1998



included proposed funding for a Media Campaign, which received bipartisan support in Congress. Under the Executive Office Appropriations Act, 1998, the House and Senate approved funding (Conference Report on H.R. 2378) for "a national media campaign to reduce and prevent drug use among young Americans."

Planning for the Media Campaign began in early 1997. ONDCP initiated a collaboration with the Partnership for a Drug-Free America (PDFA), who would provide the creative advertising for the Media Campaign through their existing pro bono relationship with leading American advertising companies.

The Media Campaign has three goals:

- Educate and enable America's youth to reject illegal drugs;
- Prevent youth from initiating use of drugs, especially marijuana and inhalants; and
- Convince occasional users of these and other drugs to stop using drugs.

Through realistic portrayals, the Media Campaign is designed to show the harmful effects of drugs and the benefits of a drug-free lifestyle, "denormalize" drug use by reminding people that most youth do not use drugs, and empower parents with information and strategies to prevent their children from using drugs. The Media Campaign is designed to reach five target groups: youth, ages 9–10 (13% of the Media Campaign effort); youth, ages 11–13 (25% of the effort); youth, ages 14–18 years (12%); parents (40%); and other influential adults (10%).

The three phases of the Media Campaign are progressively more sophisticated. Phase I was a 26-week pilot test that ran from January through June 1998 in 12 metropolitan areas across the country, with 12 other sites selected for comparison. Because the timeframe for launching the first phase did not allow the development of new advertisements, television, radio, newspaper, and outdoor advertisements that had already been produced by PDFA were used and were placed in paid spots. Stations were required to provide pro bono, one-to-one matching time for other advertisements or in-kind programming.

Phase II was the initial nationwide advertising phase. It began in July 1998 and ran into early 1999. Expanded to a national audience, Phase II included television, radio, newspaper, magazine, movie theater, and Internet advertising. Television advertising included local and network broadcasts and selected cable networks, and in-school Channel One. As in Phase I, the Media Campaign purchased time slots for broadcasting television and radio ads to ensure that the ads reached their target audiences. Stations were again required to provide a pro bono match. Some of the ads used in Phase I were also used in Phase II, but many new ads were also introduced.

Phase III will mark full implementation of the Media Campaign. It will start in 1999 and run for four years. Phase III will disseminate new advertisements



developed specifically for the Media Campaign in accordance with *The National Youth Anti-Drug Media Campaign: Communication Strategy Statement*. A key feature of the Phase III effort is to build partnerships with community-based and national anti-drug groups, local and State governments, industry, private businesses, and professional sports teams. For the most part, those partners will play various non-advertising roles.

## 1.2 STRATEGY FOR EVALUATION OF THE MEDIA CAMPAIGN

The authorizing legislation for the Media Campaign states that "the Director shall report to Congress within two years on the effectiveness of the national media campaign based upon the measurable outcomes provided to Congress previously." The effectiveness of each phase of the Media Campaign will be measured by an impact evaluation. The evaluations are being conducted within the broader context of the *Performance Measures of Effectiveness: A System for Assessing the Performance of the National Drug Control Strategy*, published in 1998 by ONDCP.

Under the Performance Measures of Effectiveness system, two Performance Targets will specifically measure the effectiveness of the Media Campaign:

- *Youth risk perceptions*: By 2002, increase to 80, the percent of youth who perceive that regular use of illegal drugs, alcohol, and tobacco is harmful, and maintain this rate through 2007.
- *Youth disapproval*: By 2002, increase to 95, the percent of youth who disapprove of illegal drug, alcohol, and tobacco use and maintain this rate through 2007.

In addition, two Impact Targets have been set for the year 2007: to reduce youth drug use by 50 percent and to increase the average age for first-time drug use by 36 months. The Media Campaign is expected to contribute substantially to reaching these targets.

With the impact evaluations, ONDCP expects to be able to detect changes in awareness of anti-drug messages presented through the media within a few months of the start of the Media Campaign, changes in perceptions and attitudes about drug use within 1 to 2 years, and changes in behavior within 2 to 3 years. Because of the short time periods (approximately 6 months each) for the evaluations of Phases I and II, the evaluations focus on change in awareness of paid anti-drug ads that are part of the Media Campaign. Expected changes in perceptions and attitudes about drug use, and expected changes in behavior, are to be measured in the Phase III evaluation.

The final evaluation report on Phase I was published in March 1999 (*Testing the Anti-Drug Message in 12 American Cities: National Youth Anti-Drug Media Campaign, Phase I (Report No. 2)*). The major difference between the evaluation of Phase I and the evaluation of Phase II is one of scope, corresponding to the scope of the two phases of the Media Campaign. To evaluate the 26-week pilot

test of the Media Campaign in Phase I, the 12 metropolitan areas selected as target sites were matched with 12 metropolitan areas that served as comparison sites. While the 12 target sites received paid advertising, the 12 comparison sites did not. Identical data collection was conducted in all 24 sites to allow comparative analysis.

For the initial nationwide advertising in Phase II of the Media Campaign, the evaluation used survey data collected from nationally representative samples, both of classrooms within schools and also of parents. Because of the national scope of Phase II, comparison sites could not be used. Survey data collected before Phase II (baseline) were compared with survey data collected near the end of Phase II (followup) to measure the impact of the Media Campaign. To provide a context for the survey data, qualitative data were collected in 12 metropolitan areas that varied in population size, were demographically representative of the U.S. population, and were geographically distributed across the country.

Phase III of the Media Campaign is planned to run for four years, from 1999 through 2002. The impact evaluation of Phase III will be conducted under the auspices of the National Institute on Drug Abuse, acting as ONDCP's agent.

### **1.3 IMPLEMENTATION AND EVALUATION OF PHASE II**

Phase II of the National Youth Anti-Drug Media Campaign was launched on Thursday, July 9, 1998 by President Clinton and ONDCP Director McCaffrey in a ceremony in Atlanta, Georgia, where they were joined by then-House Speaker Gingrich and PDFA CEO Jim Burke, among others. This phase of the Media Campaign then ran into early 1999.

Phase II shared some characteristics with Phase I:

- The Media Campaign purchased time slots for television and radio ads to ensure that the ads reached their target audiences;
- Selected to be appropriate for child, teen, or adult audiences, the paid advertisements were scheduled to be broadcast during peak viewing/air time for each of the target audiences;
- The anti-drug advertising was directed primarily at teens and youth, with somewhat less emphasis on parents;
- Advertisements emphasized prevention of the use of marijuana and drugs in general in all sites, while advertisements against the use of inhalants, methamphetamines, and heroin were targeted to media markets where those drugs were known to be a problem; and
- Stations were required to provide pro bono, one-to-one matching time for other approved public service announcements or in-kind programming.

Phase II was also significantly broader than Phase I:

- Phase II of the Media Campaign was national in scope, with television and radio advertising purchased on national networks as well as in the top 101 media markets;
- Advertising was also purchased in newspapers with national distribution, including the *New York Times* and *USA Today*, as well as in the top 100 local newspapers in the country;
- Advertising was purchased in popular magazines with national distribution, including *U.S. News & World Report*, *People*, *Entertainment Weekly*, *Time*, *Parade*, *Family Circle*, *Readers' Digest* (which also published a booklet), *Newsweek*, *Sport Magazine*, the monthly newsletter of the Southern Christian Leadership Conference, *Teen Magazine*, and *Sports Illustrated for Kids*;
- Major League Soccer (MLS) published advertisements in its *Free Kick* magazine, which is distributed free at the MLS games, and in its program for the All Star game;
- In-theater video advertising (Screenvision, Cinespot, Channel M) was purchased, and included five teen and youth spots and two adult spots;
- Theater Radio Network advertising was also purchased, and included four network radio spots plus two others; and
- Anti-drug advertising and information about drugs were made available on 25 Internet sites, most of them frequented by youth and teens.

Phase II also included more advertisements (82, compared to 62 in Phase I) in more media. Of the 82 advertisements, 45 were shown on television (7 for elementary school children, 20 for teens, 13 for parents, and 5 directed against heroin). Nearly half of them were shown as paid advertisements for the first time in Phase II. Of the 45 ads, 35 were shown on broadcast networks and 37 on national cable, and 15 were shown on in-school Channel One (7 in middle schools and another 8 in high schools). The Media Campaign provided local radio stations with 14 spots directed at youth and teens; 8 of those 14, plus an additional 3, were also purchased for broadcast on network radio, along with 1 spot for adults. Eight print advertisements were purchased for newspapers, seven of which were included in the 12 purchased in magazines. Finally, three book covers and one gymboard were provided as in-school advertisements.

Exhibit 1-1 presents the list of paid television advertisements. In addition to national network (broadcast) and cable, the 12 metropolitan areas that were visited to collect qualitative data for the Phase II evaluation are included to illustrate that some ads not broadcast nationally were targeted against specific drugs in areas where the drugs were known to be a problem. Television advertisements were purchased in the 101 top markets in the country (see Appendix A for a complete list).

### Exhibit 1-1

#### Phase II Media Campaign Intervention: Purchased Television Ads

| Type of Intervention             | National Network | National Cable | Bear Lake | Birmingham | Boston | Charleston | Cleveland | Dallas | Denver | Des Moines | Miami | Portland, OR | San Diego | Washington, DC |
|----------------------------------|------------------|----------------|-----------|------------|--------|------------|-----------|--------|--------|------------|-------|--------------|-----------|----------------|
| <b>Television</b>                |                  |                |           |            |        |            |           |        |        |            |       |              |           |                |
| 911 (meth) <sup>1</sup>          |                  |                | ✓         |            |        |            |           | ✓      | ✓      |            |       | ✓            | ✓         | ✓              |
| Adrenaline                       | ✓                | ✓              | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      |            | ✓     | ✓            | ✓         | ✓              |
| Alex Straight A's                | ✓                | ✓              | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓            | ✓         | ✓              |
| Any Way You Can                  | ✓                | ✓              | ✓         | ✓          | ✓      | ✓          | ✓         |        |        | ✓          |       | ✓            | ✓         | ✓              |
| April/Shallow Love               | ✓                | ✓              | ✓         | ✓          | ✓      | ✓          | ✓         |        |        | ✓          |       | ✓            | ✓         | ✓              |
| Average Kid                      | ✓                | ✓              | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓            | ✓         | ✓              |
| Brothers                         | ✓                | ✓              | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓            | ✓         | ✓              |
| Burbs                            | ✓                | ✓              |           |            |        |            |           |        |        |            |       |              |           |                |
| Cafeteria                        | ✓                | ✓              | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓            | ✓         | ✓              |
| Car                              | ✓                | ✓              | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      |        | ✓          |       | ✓            | ✓         | ✓              |
| Ceiling Tiles (inhalants)        | ✓                | ✓              |           |            |        |            |           |        |        |            |       |              |           |                |
| Chuck D                          | ✓                | ✓              | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      |            | ✓     | ✓            | ✓         | ✓              |
| Cleaner Girl (meth)              |                  |                | ✓         |            |        |            |           | ✓      | ✓      |            | ✓     |              | ✓         |                |
| Deal <sup>1</sup>                | ✓                |                |           |            |        |            |           |        |        |            |       |              |           |                |
| Drowning (inhalants)             | ✓                | ✓              | ✓         | ✓          | ✓      |            |           | ✓      |        | ✓          | ✓     | ✓            | ✓         | ✓              |
| Everclear                        | ✓                | ✓              | ✓         | ✓          | ✓      | ✓          | ✓         |        | ✓      | ✓          | ✓     | ✓            |           | ✓              |
| Express Yourself                 | ✓                | ✓              |           | ✓          |        | ✓          |           |        |        |            |       | ✓            |           | ✓              |
| Frying Pan                       | ✓                | ✓              | ✓         | ✓          | ✓      | ✓          | ✓         |        | ✓      | ✓          | ✓     | ✓            | ✓         | ✓              |
| Girl Interview                   | ✓                | ✓              | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓            | ✓         | ✓              |
| Girlfriend                       |                  | ✓              | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓            | ✓         | ✓              |
| HIV/Convulsions (heroin)         |                  |                |           |            | ✓      |            | ✓         |        |        |            | ✓     | ✓            | ✓         | ✓              |
| House                            | ✓                | ✓              | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      |        | ✓          |       | ✓            | ✓         | ✓              |
| I'm Free                         | ✓                | ✓              | ✓         | ✓          | ✓      | ✓          | ✓         |        | ✓      | ✓          | ✓     | ✓            | ✓         | ✓              |
| Jason/Mom                        | ✓                | ✓              | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓            | ✓         | ✓              |
| Kitchen                          | ✓                | ✓              | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      |        | ✓          |       | ✓            | ✓         | ✓              |
| Lauryn Hill                      |                  | ✓              |           |            |        |            |           |        |        |            |       |              |           |                |
| Layla                            | ✓                | ✓              | ✓         |            | ✓      | ✓          | ✓         | ✓      | ✓      |            | ✓     | ✓            | ✓         | ✓              |
| Lightbulb                        | ✓                |                | ✓         | ✓          |        | ✓          | ✓         |        |        |            |       |              |           |                |
| Long Way Home                    | ✓                | ✓              | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓            | ✓         | ✓              |
| Meredith Brooks                  | ✓                | ✓              | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      |            | ✓     | ✓            | ✓         | ✓              |
| Moment of Truth                  | ✓                | ✓              | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓            | ✓         | ✓              |
| My Reward                        | ✓                | ✓              | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      |        |            | ✓     |              |           | ✓              |
| Needle (heroin)                  |                  | ✓              |           |            | ✓      |            |           | ✓      |        |            |       |              | ✓         | ✓              |
| Noses                            |                  |                | ✓         |            |        |            |           |        |        | ✓          | ✓     |              |           |                |
| O'Connor                         | ✓                | ✓              | ✓         | ✓          | ✓      | ✓          | ✓         |        |        | ✓          |       | ✓            | ✓         | ✓              |
| Perfect Age                      | ✓                |                |           |            |        |            |           |        |        |            |       |              |           |                |
| Play by Play                     | ✓                | ✓              | ✓         |            | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓            | ✓         | ✓              |
| Rite of Passage                  | ✓                | ✓              |           | ✓          | ✓      | ✓          | ✓         | ✓      |        |            |       | ✓            |           | ✓              |
| Rob Never Be Me                  | ✓                | ✓              | ✓         | ✓          | ✓      | ✓          |           |        |        | ✓          | ✓     | ✓            | ✓         |                |
| Sex Stealing/First High (heroin) |                  |                |           |            | ✓      |            |           | ✓      |        |            | ✓     |              | ✓         | ✓              |
| Spoon Feeding                    | ✓                | ✓              | ✓         | ✓          | ✓      | ✓          | ✓         |        |        |            |       |              |           | ✓              |
| Teeth (heroin)                   |                  | ✓              | ✓         |            | ✓      |            |           | ✓      |        |            | ✓     |              | ✓         | ✓              |
| Under Your Nose (inhalants)      | ✓                | ✓              |           |            |        | ✓          |           |        |        |            |       |              |           |                |
| What I Need                      |                  | ✓              | ✓         | ✓          |        | ✓          |           | ✓      |        |            | ✓     | ✓            | ✓         | ✓              |

<sup>1</sup> Although the ad 911 was listed in the teen questionnaire, it is not included in the analyses because the ad was not purchased as part of the national buy during the Phase II intervention period. The ad *Deal*, listed in the parent questionnaire, is not included in the analyses because it only aired once as part of the national buy during the Phase II period examined.

Source: Bates USA.



The primary means of measuring the impact of Phase II of the Media Campaign was the administration of survey questionnaires to youth (4th through 6th graders), teens (7th through 12th graders), and parents with children 18 or younger. The youth and teen questionnaires were administered in schools in 175 counties from a national random sample of counties (primary sampling units). Parent questionnaires were conducted by telephone in a national sample by random digit dialing. Questionnaires were administered prior to the beginning of Phase II, in May and June 1998 (baseline), and near the end of Phase II (followup). Followup questionnaires for youth and teens were administered in the same schools as at baseline, but to different children. Similarly, the national random sample of parents at followup was different from the sample at baseline. Respondents were asked about their awareness of anti-drug ads in the media and about their perceptions, attitudes, and behaviors with regard to drug use.

To provide a context for survey findings, site visits were made in May and June 1998 (prior to Phase II) and in November and December (near the end of Phase II) to 12 metropolitan areas distributed across the country. Four had been target sites in Phase I (Denver, Colorado; Portland, Oregon; San Diego, California; and Washington, D.C.), and two had been comparison sites (Birmingham, Alabama and Dallas, Texas). Six others were new for Phase II (Bear Lake County, Idaho; Boston, Massachusetts; Charleston, West Virginia; Cleveland, Ohio; Des Moines, Iowa; and Miami, Florida). During each site visit, focus groups and interviews were conducted in both center-city and non-center-city locales in each of the 12 sites. Focus groups were conducted with members of the target audiences (elementary, middle, and high school youth, and parents). Interviews were conducted with key informants in the communities (e.g., prevention and treatment specialists, community coalition members, law enforcement representatives, members of the clergy). The qualitative data gathered during site visits enrich our understanding of the quantitative survey data.

For this Phase II Final Report, the focus is on change in awareness as measured by student and parent survey data. Media buying information is used to help explain and interpret survey data on ad awareness, and site visit findings for the same topics addressed in the survey are reported where available.

Measures of awareness of the anti-drug advertisements concentrated on television ads only, and specifically on a subset of television ads included in the survey instruments.

#### **1.4 ORGANIZATION OF THE REPORT**

Evaluation findings for Phase II of the Media Campaign are presented in the four chapters that follow.

Chapter 2 explains the methodologies used for administration of in-school and telephone survey questionnaires and for conducting site visits. Also discussed is the analytic approach used for integrating findings from the different data sources.



Chapter 3 presents survey results for youth (4th to 6th graders), teens (7th and 8th graders, 9th and 10th graders, and 11th and 12th graders) and parents. Charts and figures are included in Chapter 3 to illustrate results across the major topic areas of the study.

Chapter 4 provides an interpretation and discussion of survey results, including looking at media buying information to help explain patterns of ad awareness. Patterns of findings from site visit data are presented within each of the study domains. The implications of statistically significant differences are also discussed in terms of intended outcomes.

The report concludes with Chapter 5, which presents lessons learned from Phase II and recommendations that may be applied to full implementation of the Media Campaign in Phase III.

Supporting information is provided in four appendixes, as follows:

- Appendix A, Phase II Intervention by Market, presents a complete listing of advertisements purchased for television, radio, newspapers, magazines, and in-school and in-theater;
- Appendix B, Youth, Teen, and Parent Questionnaires, includes the questionnaires that were administered in the Phase II evaluation;
- Appendix C, Weighting Procedures, explains how survey data were weighted for purposes of statistical analysis;
- Appendix D, Statistical Analysis for Net Difference, explains how survey data were analyzed for the report; and
- Appendix E, Survey Findings on Youth, Teen, and Parent Awareness Questions by Race/Ethnicity, presents percentages and percentage point change from baseline to followup for survey questions regarding awareness, broken out by individual race/ethnic categories.

In addition, a separately bound volume contains the complete analysis of survey data for youth, teens, and parents in tabular format. Youth and teen variables include gender, grade, and ethnicity. Parent variables include gender and age group of parent, grade of oldest child, ethnicity, household income, and education level of parent.

## 2. METHODOLOGY

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Phase II of the National Youth Anti-Drug Media Campaign (hereafter referred to as the Media Campaign) was designed to continue the "learning lab" established during Phase I at a national level. Phase II tested the hypothesis that the planned intervention—exposure to paid, well-placed anti-drug messages on television, radio, and in other media compared with mostly unpaid, public service messages—could meet the overall goals of the Media Campaign. The specific intent of the Phase II evaluation was to measure awareness of different types of paid anti-drug media messages (ad awareness).

The Phase II evaluation focused on awareness of television ads, although the Media Campaign included radio, newspaper, magazine, and in-theater advertisements, as well as use of the Internet. The primary vehicle for disseminating anti-drug messages was television because this medium provided the capability to reach the largest percentage of the target audiences. Radio, newspaper, and other ads had not yet been developed when the survey instruments were being completed. For these reasons, the questionnaires included awareness questions only about ads seen on television. The survey instruments included questions on a few specific ads, a subset of all ads that would be paid ads during Phase II. A separate survey instrument was designed for each of the primary audiences (i.e., adults, teens, and youth).

In Phase I of the Media Campaign, ONDCP detected measurable changes in ad awareness within a few months of the beginning of the 6-month Phase I Pilot Test. Hence, it was expected that changes in ad awareness also would be detected after a few months of exposure to the Phase II intervention. However, as in Phase I, measurable changes in other domains of the Phase II Media Campaign were expected to take much longer. For example, changes in perceptions and attitudes about drugs, if any, were not expected to occur for 1 to 2 years, and changes in drug use itself, if any, were not expected for at least 2 to 3 years. Thus, in Phase II, as in Phase I, the goal was to evaluate ad awareness.

Data were collected on a number of domains in addition to awareness of the paid ads in order to assess thoroughly the context within which the Media Campaign was implemented. These domains include the following:

- Awareness of paid ads (the focus of the Phase II evaluation);
- Perceptions of effectiveness of the ads;
- Awareness of risk of drugs;
- Attitudes toward drugs;
- Sources of information about drugs;
- Use of drugs among youth and teens;

- Disapproval of drug use among teens;
- Intention to use drugs among youth and teens; and
- Parents' discussion of drugs with their child.

The following are reasons for collecting this additional data:

- To be able to measure short-term changes in domains other than ad awareness, in the event that they should occur. (In fact many such short-term changes did occur, and they are reported in Chapter 3.)
- To establish a baseline against which to measure any future change in perceptions, attitudes, or drug use attributable to the Media Campaign<sup>1</sup>; and
- To provide information for improving the focus, type, and presentation of future Campaign messages.

The Phase II evaluation relies on a one group design with separate pretest and posttest samples (Cook and Campbell, 1979), hereafter referred to as pretest posttest design. Its overall purpose is to identify and measure awareness of anti-drug advertisements and to assess the impact of these ads on awareness of the dangers of drugs, and on attitudes toward drugs.

Three types of data were used for the Phase II evaluation: quantitative survey data collected at baseline and followup periods from the independent samples (parents of children age 18 or younger, youth from grades 4–6, and teens from 7th–12th grades), qualitative site visit data for 12 selected sites, and the delivered media buy schedule data (i.e., Gross Rating Point [GRP] information).

This chapter describes the specific procedures used to collect these types of data, including the data collection forms and content of information gathered, and provides a description of how the information was used to address the research questions posed by the evaluation of the Phase II Media Campaign.

## 2.1 SURVEY METHODOLOGY

This section includes a description of the study population selection process, the survey instruments, response rates, and methodologies for measuring pretest and posttest change.

Quantitative data were collected through in-school paper-and-pencil surveys of youth (grades 4–6) and teens (grades 7–12) and telephone interviews with parents. All three surveys were national probability samples. The surveys were conducted

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<sup>1</sup> Due to lessons learned in Phase I, the Phase III evaluation designers awarded, under full and open competition by NIDA, a contract to collect data through a household survey methodology rather than through a school-based survey in Phase III. Results obtained from these two different methods (school-based surveys in Phases I and II, and Household Survey in Phase III) would not be directly comparable.

at two points in time—at baseline (prior to the introduction of the Media Campaign intervention) and at followup (approximately 5 months after introduction of the Media Campaign intervention)—to measure awareness, attitudes, perceptions, and behaviors among youth, teens, and parents before and during Phase II.

### 2.1.1 Selection of the In-School Survey Population

Two in-school student samples, youth and teen, were drawn from the universe of all schools (both public and nonpublic) in the United States. School lists were obtained from Market Data Retrieval's *CIC School Directory*. The samples were drawn in two stages. In the first stage, a sample of 350 schools was drawn—175 for the youth sample (grades 4–6) and 175 for the teen sample (grades 7–12). In the second stage, a sample of 3 classes was drawn from each sampled school—one class from each of three different grades, wherever possible. Students completed a self-administered questionnaire in which they responded to a range of questions addressing their awareness, beliefs, attitudes, and behaviors with regard to drugs, as well as their awareness of anti-drug advertisements. The original targeted number of student questionnaires at baseline was 21,000 for the two youth and teen surveys combined—10,500 for each. This was based on an expectation of 60 completed questionnaires from each school and a total of 175 schools each for the youth and teen samples. The students surveyed for followup were, for the most part, not the same as those surveyed at baseline, since the two measurement periods took place during two different school years, and class composition in most schools varies from year to year. The sample of classes for the followup was therefore drawn independently from the sample drawn for the baseline. The final sample size for students was 22,534 at baseline (11,267 youth and 11,267 teens) and 23,414 at followup (11,707 youth and 11,707 teens).

Power analyses were conducted to determine an appropriate sample size. These analyses were performed to ensure that the study would be able to address the research questions adequately. They provided a means of determining the minimum sample size necessary to detect statistically significant differences over time. The power analyses indicated that the expected student sample sizes would be large enough to detect small to moderate expected changes over time (changes ranging from 2 to 10 percentage points) in attitudes and/or awareness; change in drug usage was not a focus of the Phase II study.

Baseline data collection began in April 1998 and continued through June 1998, prior to the beginning of the Phase II intervention period. Followup data were collected in October and November 1998. Schools and classrooms within schools were randomly selected, and school administrators were not involved in any way in the selection of the samples or administration of the questionnaires. The sample design is similar to that utilized by the *Monitoring the Future* study and other nationally representative school-based surveys in that they are school-based and use a multistage random sampling procedure with three stages of selection. Stage 1 is the selection of the Primary Sampling Units (PSUs): for this sample, PSUs were designated by county. Stage 2 is the selection of one or more schools



in each PSU, and Stage 3 is the selection of classrooms. The resulting samples are nationally representative.

### 2.1.2 School Response Rates

Exhibit 2-1 presents school response rates for each of the youth and teen samples, and Exhibit 2-2 presents overall school participation, including replacement schools.

School response rate was calculated by taking the total number of schools from the original sample that participated in the study, divided by the total number of schools originally drawn. Scheduling was the most common reason given for nonparticipation by schools in the original sample.

Recruitment of schools for this study was conducted during April and May 1998. Because it was near the end of the school year, and because recruitment is often a lengthy process due to the need for school board or district-level approvals, it was necessary to have alternate schools available for recruitment. Alternate schools were selected at the start of the study to ensure that if one of the schools originally selected chose not to participate, there would be time to recruit a comparable substitute.<sup>2</sup>

**Exhibit 2-1**  
**School Response Rates at Baseline and Followup**

| Sample                 | Response Rate (%) |          |
|------------------------|-------------------|----------|
|                        | Baseline          | Followup |
| Youth (4th–6th grades) | 27                | 27       |
| Teen (7th–12th grades) | 29                | 29       |

**Exhibit 2-2**  
**Overall School Response**

| Sample                                                           | Youth Survey | Teen Survey |
|------------------------------------------------------------------|--------------|-------------|
| Number of schools originally drawn for survey                    | 175          | 175         |
| Number of schools originally drawn that participated in survey   | 47           | 50          |
| Number of schools participating in survey that were replacements | 126          | 122         |
| Number of locations for which duplicate schools participated     | 7            | 7           |
| Total schools participating                                      | 180          | 179         |

If, after numerous contacts, the original school did not make a commitment to participate, recruiting efforts were begun on alternate schools. If there had been

<sup>2</sup> Other studies for which recruitment takes place near the end of the school year have achieved comparable response rates (e.g., the Robert Wood Johnson Foundation's *Study of Smoking and Tobacco Use Among Young People*, conducted in 1996, had a response rate of 31 percent.



more time for recruiting the original sample, the response rate likely would have been higher.

Alternate schools were selected to match the originally selected school as closely as possible regarding location, school type (i.e., public, private, or parochial), size, and ethnic composition. Therefore, the profile of schools in the final sample remained comparable to that of the original sample, and non-response bias should be minimal. While little information is known about non-participating schools' reasons for not participating (aside from scheduling problems), the data available on non-participating schools show that in terms of demographic characteristics (available for public schools) they did not differ from those schools that agreed to participate.

The retention rate (i.e., the rate at which schools that participated in the baseline study were retained for the followup study) also is an important measure of the study's validity as a measure of change over a period of time. The retention rate was 97 percent (i.e., 347 of the 359 schools that participated at baseline also participated at followup). For the remaining 12 schools, alternate schools were recruited using the same criteria as above.

Of the original 350 locations, 99 percent of the locations were ultimately covered in the final sample: 72 percent were covered by a school in the originally selected PSU (county) and 27 percent were covered by a school in a substitute PSU.<sup>3</sup>

The final profile of the sample of students for the youth and teen studies corresponded well on basic demographics with population profiles. Variations from population profiles were corrected in the weighting process (discussed in Appendix C). Exhibit 2-3 shows the distribution of unweighted data compared with population data.

Exhibit 2-4 presents the student response rates, which were calculated by dividing the number of students participating in the study by the total number of students enrolled in classrooms (based on school records) randomly selected to be in the study. Enrolled students who participated were not able to be distinguished from those who did not because student, classroom, teacher, and school anonymity is guaranteed as part of the design of the study. The total number of students present in a given classroom at the time that questionnaires were administered was not recorded, but onsite interviewers indicated that typically 100 percent of the students present in any given classroom did participate in the study. Any nonparticipation among students is largely due to absenteeism on the day that questionnaires were administered. An adjusted overall student response rate can

**Exhibit 2-3**  
**Percent Distribution of Sample Compared With Population<sup>1</sup>**

|  | Youth Survey (4th–6th Grades) | Teen Survey (7th–12th Grades) |
|--|-------------------------------|-------------------------------|
|  |                               |                               |

<sup>1</sup> On occasion, the number of schools of a particular type in the original PSU (county) was insufficient to generate alternate matching schools. (There might, for example, be only one or two high schools in the entire county.) Alternate schools had to be sought in surrounding counties in the same state as the original PSU, and these alternates were selected to match the original PSU in terms of metropolitan vs. non-metropolitan designation.

|           | Population<br>% | Baseline<br>% | Followup<br>% | Population<br>% | Baseline<br>% | Followup<br>% |
|-----------|-----------------|---------------|---------------|-----------------|---------------|---------------|
| Grade     |                 |               |               |                 |               |               |
| 4         | 33              | 32            | 32            |                 |               |               |
| 5         | 33              | 34            | 35            |                 |               |               |
| 6         | 34              | 34            | 33            |                 |               |               |
| 7-8       |                 |               |               | 33              | 35            | 35            |
| 9-10      |                 |               |               | 35              | 34            | 33            |
| 11-12     |                 |               |               | 32              | 31            | 32            |
| Gender    |                 |               |               |                 |               |               |
| Male      | 51              | 49            | 50            | 51              | 48            | 49            |
| Female    | 49              | 50            | 49            | 49              | 50            | 49            |
| No Answer |                 | 1             | 1             |                 | 2             | 2             |
| Ethnicity |                 |               |               |                 |               |               |
| White     | 65              | 60            | 58            | 66              | 57            | 55            |
| Black     | 16              | 16            | 17            | 15              | 15            | 16            |
| Hispanic  | 15              | 14            | 14            | 14              | 19            | 20            |
| Other     | 4               | 7             | 8             | 5               | 6             | 6             |
| No Answer |                 | 3             | 3             |                 | 3             | 3             |
| Region    |                 |               |               |                 |               |               |
| Northeast | 19              | 18            | 17            | 19              | 19            | 19            |
| Midwest   | 22              | 24            | 24            | 22              | 25            | 25            |
| South     | 36              | 33            | 32            | 36              | 31            | 32            |
| West      | 23              | 25            | 27            | 23              | 25            | 24            |

\*Data are drawn from U.S. Bureau of Census (October 1996, P20-479).

### Exhibit 2-4 Student Response Rates\*

| Sample              | Baseline (%) | Followup (%) |
|---------------------|--------------|--------------|
| TOTAL               | 79           | 84           |
| Youth (Grades 4-6)  | 82           | 86           |
| Teens (Grades 7-12) | 77           | 81           |

\*FORMULA: Number of students participating in the study divided by the total number of students enrolled in the classrooms randomly selected to be in the study.

be obtained by multiplying the school response rate (presented in Exhibit 2-1) by the student response rate (in Exhibit 2-4). The overall adjusted student response, based on the original sample, was 21 percent at baseline, and 24 percent at followup. However, the study design included replacement schools in order to ensure that the targeted number of schools and students were obtained. The replacement schools were chosen to be as similar to the original schools drawn as possible, so as to reduce non-response bias.

Exhibit 2-5 shows that the goal for the number of schools was, in fact, met and that inclusion of replacement schools did provide the appropriate sample sizes.

Exhibit 2-5 presents the number of student respondents who completed the in-school questionnaires at baseline and followup waves, as well as the number of schools in which data were collected. There was no minimum threshold established for counting a classroom or school as complete. At the outset of the study, however, it was anticipated that approximately 60 student interviews per school would be completed, on average. The resulting outcome showed an average of 64 interviews per school, somewhat better than anticipated. Minimum

thresholds for the class-level or the school-level were not established because school sizes and class sizes vary depending on state or local community norms.

### Exhibit 2-5 Number of Students and Schools Participating

| Sample                 | Baseline<br>(% of Goal) | Followup<br>(% of Goal) |
|------------------------|-------------------------|-------------------------|
| Number of respondents  |                         |                         |
| Youth (Grades 4-6)     | 11,378 (108%)           | 11,817 (113%)           |
| Teens (Grades 7-12)    | 11,128 (106%)           | 11,597 (110%)           |
| Number of schools      |                         |                         |
| Youth survey           | 180 (103%)              | 180 (103%)              |
| Teen survey            | 179 (102%)              | 179 (102%)              |
| Number of PSUs covered |                         |                         |
| Youth survey           | 173 (99%)               | 173 (99%)               |
| Teen survey            | 172 (98%)               | 172 (98%)               |

#### 2.1.3 Procedures for Drawing the Sample

The design of the sample called for 175 PSUs to be drawn, from each of which one school was to be drawn for the youth survey and one for the teen survey, for a total of 350 schools. Each school so drawn was to participate for both the baseline and the followup waves. In some cases, more than one school was recruited to participate to cover a given PSU (usually because a school which had previously refused to participate and agreed after an alternate had already been recruited). In the weighting of the sample, such duplicate coverage was weighted so that the two schools became equivalent to a single school.

Only locations that participated in both baseline and followup were included in the final sample. When a school that had participated at baseline was unable to participate at followup, an attempt was made to recruit a substitute for the followup (12 substitutes were so recruited). In those cases where no such substitute could be obtained (5 cases), the school was dropped.

Data were collected from the elementary and secondary school student samples through self-administered questionnaires completed in the schools with oversight by a research staff member. School staff were not involved in administering the questionnaires. Questionnaires preserved respondents' anonymity and did not contain the names of students or any form of individual identification. The questionnaires were identified by the school and class in which they were conducted solely for purposes of weighting and identifying analytical groups (e.g., PSU number or Census Division).

As the first step in selecting the samples for these studies, a nationally representative sample of 175 PSUs (counties) was drawn, using systematic stratified methods with probability of selection proportional to eligible population in each county. The sample was stratified by metropolitan versus nonmetropolitan designation (i.e., whether or not the county lies within an MSA) within each of the nine Census Divisions.

For the secondary school student sample, the sampling methodology was as follows:

- From each of these PSUs, one school was drawn. The schools were drawn from lists obtained from Market Data Retrieval's *CIC School Directory*, using the most recent directories available. Probability of selection for each individual school was proportional to the number of students enrolled in the school multiplied by the estimated proportion of students enrolled in the designated grades (i.e., grades 7–12).
- Each school so selected was recruited for participation in the study. Once a school was recruited, three classes were selected for participation at baseline. At followup, another independent sample of three classes was drawn. The three classes at baseline and the three classes at followup consisted of one from each of three different grades in the school whenever feasible (i.e., when the school had three or more of the designated grades). When a selected school had fewer than three of the designated grades (e.g., a middle school with grades 7 and 8 only), the classes were randomly selected from the available grades to ensure that at least one class from each grade was represented (e.g., the designated classes included either two 7th grade classes and one 8th grade class or two 8th grade classes and one 7th grade class). In either case, the distribution of classes by grade was maintained for both baseline and followup.
- The grades from which classes were selected were chosen systematically from the sample of schools to generate roughly equal numbers of classes from each of the designated grades for the entire sample.
- The classes selected for followup at each school consisted of three classes representing the same grades that were included at baseline, drawn independently just previous to followup. Since baseline and followup occurred during different school years, all classes could not be selected at the time of the original recruitment, since class makeup was typically not yet determined at that time for the coming school year.
- In general, classes were selected from those that are common to all students (e.g., home rooms) or from those for required subjects.
- The sample consisted of all students in the selected classes who were present on the scheduled date of the survey.

For the elementary school sample, the procedures were the same as those described above, but the designated grades were 4–6 instead of 7–12.

It is important to note that the collection of student survey data spanned two different school years, with baseline data being collected before the summer recess and followup data collected at the beginning of a new school year. Hence, for example, the cohort of 5th graders in the baseline data were 6th graders in the followup data (although the same students were not surveyed).



#### 2.1.4 Selection of Parents for Parent Telephone Interviews

The parents selected for telephone interviews were not recruited to be related to the youth and teen sample subjects; if they were, there was no way of knowing so because a school-based design (having no mechanism for obtaining an individual's identifying information) was used for collecting the youth and teen data. Therefore, even if some of the parents of those students surveyed were interviewed by chance, it would not be possible to link the student and parent data. Thus, the student and parent samples were independent samples.

The parent sample was a random sample generated through the use of random digit dialing technique (RDD). A sample size of 8,400 interviews (4,200 per wave) was the design objective; RDD calls were made until the desired sample size was achieved.

A power analysis was conducted to determine an adequate sample size for the national parent survey in order to detect expected changes over time in parents' attitudes and awareness. Parent sample size was sufficient to detect small to moderate changes over time. Since there was no clustering, unlike the school sample, the sampling error was lower.

The universe for the parent telephone survey was all parents of children 18 years of age or younger in the country. A probability sample was drawn using the principles of RDD, which was enhanced to increase the incidence of reaching residential households (not businesses) with a working telephone. By using this methodology, it is possible to project the sample results to the relevant test universe. The latest government data show that 94 percent of households in the United States have telephone service; therefore, the sample of parents was generally representative of approximately 94 percent of the parents of children 18 years old or younger in the United States (Federal Communications Commission, 1998). For the parent survey, interviews were conducted by telephone from a central telephone interviewing location. Random digit dialing gives households with unlisted telephone numbers the same chance of being sampled as households with listed phone numbers, which is critical because the demographics of households with unlisted numbers often are different from those of households with listed numbers.

The parent sample was drawn as follows:

- An RDD sample of telephone numbers was drawn from all exchanges within the United States.
- Each household contacted was screened to determine whether there were any qualified individuals in the household. A qualified individual was defined as any person who has a child aged 18 or younger. If there was only one qualified individual in the household, that person was selected for the interview. If there was more than one qualified individual in the household, one of them was randomly selected for the interview.



- Up to four callbacks were made to each telephone number sampled in order to find and interview a qualified respondent.
- The pretest (conducted in May 1998) and posttest (conducted in September–October 1998) interviews were conducted following the same procedures. The pretest and posttest samples were independent (i.e., individuals were not re-interviewed). Given the sample sizes compared to the number of telephone households in the United States, the odds of contacting the same parent were so small as to be negligible.
- At baseline, 4,209 parents were interviewed and 4,256 were interviewed at followup. This met the goal of 8,400 parents interviewed in total. For all households contacted (i.e., 15,500 at baseline and 15,744 at followup), approximately 31 percent had members who were parents of children aged 18 or under. Of these, 4,209 parents at baseline and 4,256 at followup completed an interview. Twenty-two percent of estimated qualified households called at each time period (approximately 2,182) could not be reached after four attempts.

### 2.1.5 Parent Response Rate

The parent response rate was calculated by dividing the number of completed parent interviews by the estimated number of qualified parents who were contacted. The number of qualified parents contacted is an estimated number because most refusals occur before one knows if anyone in the household is qualified to participate (i.e., the household refused before any information could be obtained). For this reason, the number of initial refusals that are *qualified* is estimated by taking the number of initial refusals times the incidence of qualification (as found for all households where qualification/non-qualification is determined). Thus, the calculation was as follows in Exhibit 2-6, Calculation of Parent Response Rates.

Efforts were made to boost response rates through multiple call-backs to qualified households. Call-backs were made more efficient and more effective by recording

**Exhibit 2-6**  
**Calculation of Parent Response Rates**

|                                     | Baseline   | Followup   |
|-------------------------------------|------------|------------|
| Completed interview                 | 4,209      | 4,256      |
| Qualified refusals                  | 325        | 372        |
| Initial refusals                    | 10,966     | 11,116     |
| Incidence of qualification          | 30.6%      | 31.4%      |
| <b>Overall parent response rate</b> | <b>53%</b> | <b>52%</b> |

NOTE: Qualified initial refusals are estimated (at baseline) as 10,966 multiplied by 30.6%, or approximately 3,356. The response rate is then calculated as number of completed interviews (4,209) divided by the sum of completed interviews, qualified refusals, and qualified initial refusals  $(4,209 + 325 + 3,356) = 53\%$  response rate at baseline. Similarly, qualified initial refusals for followup was obtained by multiplying 11,116 by 31.4%, resulting in 3,490. The parent response rate at followup was calculated by dividing 4,256 by  $(4,256 + 372 + 3,490)$ , resulting in a 52% response rate.

the best time to call back in instances when a specific call back time could be obtained. The Computer Assisted Telephone Interviewing (CATI) system automatically dialed the phone number at the time scheduled for the interviewer. Thus, the interviewer did not have to remember call back times or keep paper records of call back schedules. In instances where no one in the household was reached on the first attempt, subsequent attempts were scheduled for different times and different days of the week. To maximize cooperation, a standard speech was developed for interviewers to use when respondents initially refused to cooperate.

Once household members were identified as qualified and willing to participate, they were interviewed; this process was continued until the goal of 4,200 interviews was met at baseline and followup. Slightly more than 4,200 parents were interviewed as a result of the combined efforts of interviewers in the final stages at baseline and followup.

The response rates of 53 percent at baseline and 52 percent at followup are actually higher than the industry standard (for cooperation rates in marketing and opinion research). A response of 42 percent for a 10-minute telephone survey with no incentive is typical (CMOR, 1996).

#### 2.1.6 Survey Instruments

The student and parent questionnaires were developed from existing survey instruments used to assess responses to various PDFA campaigns and from *Monitoring the Future* and *National Household Survey on Drug Abuse*. Because the paid advertisements used in the Media Campaign were developed by PDFA, these questionnaires were appropriate data collection tools, but they were modified substantially in order to adequately measure the goals of the Phase II Campaign. (See Appendix B for copies of the in-school and parent survey instruments and a guide that shows the different studies from which the survey questions were drawn).

**The Student Instruments**—Separate questionnaires were used for students in grades 4–6 (the Youth Survey) and for students in grades 7–12 (the Teen Survey). The youth questionnaire was presented as a 9-page booklet, and the teen questionnaire was presented as a 15-page booklet. The youth questionnaire required 15 minutes and the teen questionnaire required 25 minutes to complete. The student questionnaires were designed to be self-administered; instructions for filling out the questionnaire were printed on the instrument. The questionnaires consisted of close-ended questions generally using three- or four-point scales to measure awareness of anti-drug advertising, frequency of exposure to ads, perceived effectiveness of ads, awareness of drugs, attitudes and perceptions about drug usage, and sources of information about drugs. Also included were demographic items intended to classify respondents according to age, grade, sex, race, and household composition. Respondents were assured of their anonymity both in writing on the questionnaire and verbally by the professional moderator who distributed the questionnaire. No identification numbers were written on the

questionnaires to assure students that their completed questionnaires could not be linked back to them.

**The Parent Instrument**—Parent questionnaires were administered by telephone by professional interviewers using the automated CATI system. The average interview length was 10 minutes. The parent survey covered awareness of anti-drug advertisements, perceptions of ad effectiveness, attitudes and perceptions about drugs, and frequency of talking to children about drugs. Demographic questions regarding children were asked, such as number of children in the household, their ages, and oldest child's age, grade, and sex. Demographic information was collected from parents, including their age, sex, race, marital status, education, and income. Parents were not asked about their own drug use nor were they asked about their child's usage. All respondents were assured that their anonymity would be maintained and that their answers would be kept confidential.

### 2.1.7 Measuring Change Using Survey Data

To ensure that the school-based survey samples were representative of the general population, survey numbers are weighted to population totals using design and balancing elements. The design element accounts for the fact that the probability of a school's being selected was proportional to its enrollment. The universe estimate for each grade was calculated using U.S. enrollment in grades 4, 5, and 6, and grades 7, 8, 9, 10, 11, and 12 from the latest U.S. Census School Enrollment data (U.S. Census Bureau, 1996).

For the parent data, the design weight is the respondent selection frequency weight, which accounts for the fact that since only one person can be interviewed per household (by design), parents in households with more than one parent have a lower probability of being selected (i.e., one of the two parents will never be selected). A weight of 1 was given to respondents living in households containing only one parent and a weight of 2 was given to respondents living in households containing more than one parent (to bring them into balance with households with only one parent). For balancing elements, the 1990 Census was used to estimate sex and race counts for heads of families with children under age 18. These data were adjusted upward to allow for the fact that the age range for children could include 18-year-olds. A detailed account of the weighting procedures can be found in Appendix C.

For parent responses to telephone interviews, the significant net difference test was conducted to distinguish statistically significant change from change due to chance. This test addresses each response variable independently and compares the change from baseline to followup in observed percentage for response categories of interest. A comparison was conducted for the entire targeted parent population as well as for various demographic groups classified by sex, age, ethnicity, education level, grade of the oldest child, and annual household income. The statistical analysis for net difference took into account the sampling design of a stratified probability sample. SUDAAN software was used for analysis.

The significant net difference test also was conducted for youth and teen responses to the in-school surveys. The demographic characteristics in the analysis included sex, grade, and ethnicity. Youth and teen samples were the result of a multistage stratified clustering sampling. The statistical testing was designed to take into account the sampling structure and design effects. Appendix D includes a description of how this testing was implemented through the use of SUDAAN software.

### **2.1.8 Interpretation of Survey Findings**

The media buying/advertising industries' standards of achievement regarding brand awareness and the recognition of individual commercials differ somewhat from survey research standards of statistical and practical significance. Bates USA, the media buying firm used for Phases I and II, indicates the industry standard for the achievement of total brand awareness to be between 17 and 28 percent over a 12-month period from a zero baseline. The time segment for Phase II examined in this report (July–November 1998) has a substantially shorter time frame. The media buyers noted that it is difficult to provide a comparable private-sector benchmark to the National Youth Anti-Drug Media Campaign because few individual brand advertising efforts have the same number and diversity of individual ads as the ONDCP Media Campaign. In the advertising industry, advertisements usually are developed for individual products or for "corporate image" campaigns. As a result, a particular strategic message tends to be focused and then concentrated in a limited number of individual commercial executions rather than a wide range of executions as employed in the Media Campaign (which is targeting a broader range of audiences and conveying numerous messages on a variety of drug issues rather than on a single product). Generally, this much smaller number of ads achieves larger increases in recognition and awareness of executions accompanied by cumulative increases in Gross Rating Point (GRP) weight (i.e., a measure of audience exposure to programs or commercials) in support of them than do the Media Campaign ads.

### **2.1.9 Presentation of Survey Findings**

Survey results are presented in Chapter 3 of this report. Youth, teen, and parent findings are reported separately, and results are organized under the domains presented earlier (i.e., awareness of the ads, perception of the effectiveness of the ads, awareness of the risk of drugs, attitudes toward drugs, and sources of information about drugs). Baseline data are compared with followup data to identify changes over time. Graphic displays are provided to illustrate the key findings within each domain.

In Chapter 4, the implications of these survey results are discussed and site visit data are used to help interpret and understand the key survey findings.



## 2.2 SELECTION OF PHASE II QUALITATIVE STUDY SITES

Twelve areas throughout the United States were selected as Phase II qualitative study sites. These 12 sites were chosen on the basis of the following criteria: (1) geographic dispersion to ensure that different regions of the country were represented; (2) variation in the size of the population (i.e., to ensure that small, medium, and large media markets were included), race and ethnicity of the population, percentage of the population between the ages of 5 and 17, crimes per 100,000 population, percentage of children under 18 living below the poverty level, and unemployment rate; (3) inclusion of some metropolitan statistical areas (MSAs) that reported a serious emerging drug problem (e.g., methamphetamines); (4) inclusion of MSAs that had data available on drug use and attitudes and were part of a High Intensity Drug Trafficking Area (HIDTA), an Arrestee Drug Abuse Monitoring program (ADAM), or a Community Epidemiologic Work Group (CEWG) site, because these sites were likely to have secondary data sources that would provide additional information on the drug problem in the community; (5) inclusion of sites that experienced relatively low prior Partnership for a Drug-Free America (PDFA) PSA activity, because PDFA PSAs already were running in most sites but were aired more frequently in certain areas; and (6) representation of sites that had been included in the Phase I evaluation as well as "new" sites that had not been in the study prior to Phase II.

More detailed information regarding the site visit methodology is contained in the report *Testing the Anti-Drug Message in 12 American Cities: National Youth Anti-Drug Media Campaign, Phase I (Report No. 1)*, September 1998.

The sites included for the Phase II qualitative study are listed in Exhibit 2-7.

The following sections include a summary of the timing and purpose of site visits; the focus group participant and key informant selection processes; a description of the site visit protocol; and methodologies for measuring change between the baseline and followup visits.

**Site visit data**—Qualitative data on youth, teens, parents, and the local communities were gathered during site visits to 12 communities. Data were collected through focus group discussions, key informant interviews with



**Exhibit 2-7**  
**Demographic Characteristics of Phase II Qualitative Study Sites**

| Site           | Population | White (%) | African American (%) | Hispanic (%) | Crime rate per 100,000 per year | Children under 18 below poverty level (%) | Unemployment rate (%) | Population ages 5-17 (%) |
|----------------|------------|-----------|----------------------|--------------|---------------------------------|-------------------------------------------|-----------------------|--------------------------|
| Bear Lake      | 6,084      | 98        | 0                    | 2            | — <sup>1</sup>                  | 15.1                                      | 11.1                  | 28.8                     |
| Birmingham     | 907,810    | 72        | 27                   | 4            | 6,415                           | 20.4                                      | 6.1                   | 18.4                     |
| Boston         | 4,999,847  | 90        | 5                    | 4            | 4,844                           | 12.7                                      | 6.7                   | 15.4                     |
| Charleston, WV | 250,454    | 94        | 6                    | 4            | 4,334                           | 20.5                                      | 7                     | 18.9                     |
| Cleveland      | 2,859,644  | 82        | 16                   | 2            | — <sup>1</sup>                  | 18                                        | 6.7                   | 17.9                     |
| Dallas         | 2,676,248  | 73        | 16                   | 14           | 6,738                           | 16.5                                      | 5.8                   | 18.8                     |
| Denver         | 1,622,980  | 86        | 6                    | 13           | 5,600                           | 13.4                                      | 4.8                   | 18                       |
| Des Moines     | 392,928    | 94        | 4                    | 2            | 5,549                           | 11.7                                      | 3.7                   | 18                       |
| Miami          | 3,192,582  | 76        | 18                   | 33           | 13,500                          | 21                                        | 6.7                   | 15.9                     |
| Portland, OR   | 1,477,895  | 91        | 2                    | 3            | 6,539                           | 12.4                                      | 5.1                   | 18.3                     |
| San Diego      | 2,498,016  | 75        | 6                    | 19           | 5,773                           | 16.2                                      | 6.1                   | 16                       |
| Washington, DC | 3,923,574  | 65        | 26                   | 5            | 5,382                           | 7.9                                       | 3.7                   | 16                       |

NOTE: Data for each site refer to the metropolitan statistical area (MSA). Data were drawn from the 1990 Census, except for crime rates, which were obtained from 1994 Uniform Crime Reports (UCR) data.

<sup>1</sup> Comparable crime rate not available.

community members, and observations and review of materials by site visitors. The qualitative data were collected during site visits referred to as the *baseline site visits* (conducted prior to the Media Campaign, from May through June 1998), and the *followup site visits* (conducted in November and December 1998 after the Phase II Campaign had been implemented for 5 months). Site visits were conducted for approximately 1 week, with two researchers onsite for the entire period. Site visit data are used in this report as an additional source of information regarding the domains addressed in the youth, teen, and parent surveys and to obtain group opinion on ways to improve the focus and presentation of anti-drug messages used in the Media Campaign.

### **2.2.1 Conducting Focus Groups**

Eight focus groups were conducted at each site during the baseline and followup site visits (six with youth and teens and two with parents). Youth and teen focus groups comprised students in elementary school (4th, 5th, and 6th graders), teens in middle school (7th, 8th, and 9th graders), and teens in high school (10th, 11th, and 12th graders).

Focus group data from baseline and followup visits reflect discussions with approximately 192 different focus groups consisting of close to 2,000 youth, teen, and parent participants.

Specific details regarding the procedures for organizing and conducting focus groups, as well as the specific content of the focus group discussions, are provided in the report *Testing the Anti-Drug Message in 12 American Cities: National Youth Anti-Drug Media Campaign, Phase I (Report No. 1)*, September 1998.

### **2.2.2 Conducting Key Informant Interviews**

Two site visitors conducted the key informant interviews with community members, usually working independently, to complete all the interviews within 1 week. Each interview was between 45 minutes and 1 hour long. Over the course of conducting baseline and followup site visits, approximately 600 interviews were conducted with key community informants. More detailed information regarding the key informant interviews is included in the report *Testing the Anti-Drug Message in 12 American Cities: National Youth Anti-Drug Media Campaign, Phase I (Report No. 1)*, September 1998.

### **2.2.3 Site Visit Protocol**

*Focus Group Discussion Guides* and *Key Informant Interview Guides* were developed for each round of site visits. Copies of these can be found in the ONDCP report, *Testing the Anti-Drug Message in 12 American Cities: National Youth Anti-Drug Media Campaign, Phase I (Report No. 1)*, September 1998. The guides were tailored for each type of key informant and for each age range of focus group participants.

The *Key Informant Interview Guides* utilized discussion topics and probes rather than structured questionnaires because of the need to maintain flexibility and to encourage the key informants to volunteer information on personal insights and emerging issues.

Focus group discussion topics and probes also were utilized for the youth, teen and parent focus groups. A modified format was used for elementary school youth, who were asked less direct questions about drugs. High school teens and their parents were asked an additional question about how teens cope with stress. The parent focus group guidelines followed a line of questioning similar to that used for youth and teens.

To determine awareness of anti-drug media messages, informants and focus group participants were asked open-ended questions as a form of "unaided recall" to test ad awareness. Participants described any anti-drug media message they could recall. To avoid biasing their answers, they were not provided with a list of specific Media Campaign ads, nor were they asked to confirm whether or not they had seen specific ads. This allowed the evaluation to test different methodologies in measuring ad awareness, since "aided recall" was used in the survey instruments.

## 2.3 GROSS RATING POINTS AND OTHER MEDIA BUYING INFORMATION

The media buying information focuses solely on the paid component of the Media Campaign (pro bono is not included) and covers the period from July through November 1998. Thus, the planned media buy and post-buy information are critical for assessing audience exposure to ads and their correlation to changes in awareness. For Phase II, the goal of the media buying plan was to reach 66 percent of the youth target audience (ages 9-14) with an average of three exposures each week inclusive of all media types (i.e., television, Channel-One, radio, newspaper, magazine, cinema, the Internet, and cover concepts). For teens (ages 12-17), the goal of the media buying plan was to reach 90 percent of the target audience with four exposures a week. Lastly, the Campaign sought to reach 74 percent of the adult target audience (ages 25-54) with an average of 3.5 exposures each week.

As final post-audited data on the reach and frequency for Phase II was unavailable by medium as this report was being prepared, GRP data are used as proxy measures and are based on post-buy and planned media schedules. (Estimated variance between the buy information provided and the audited post-buy information is plus or minus 10 percent.)

A gross rating point is a unit of measurement of advertising audience size equal to one percent of the total potential audience universe. It is a measure of exposure for one individual or household to one or more programs or commercials. A GRP is the product of media reach times exposure frequency.

As an example, if an ad were aired on a program that 40 percent of the population was exposed to, the rating for the program would be 40. The ad might also be

aired on other programs yielding a total of 200 gross rating points. For the total number of programs, 80 percent of the population may ultimately be exposed to the ad at least one time. This would translate into a reach of 80 percent. The average frequency is derived by dividing the gross rating points (200) by the reach (80), resulting in an average frequency of 2.5 times. Reach, frequency, and GRPs are interrelated.

Information on ONDCP's media buying plan, provided by Bates USA, was used to identify the specific ads comprising the national television component of the intervention and the total national television advertising weight delivered for the individual ads. The media buying contractor provided available data on analyses of "as purchased" or planned television activities for the youth, teen, and adult television buys. This information includes the number of times each spot or ad aired and the estimated gross rating points (GRPs) for each ad.

## 2.4 APPROACH TO PRESENTATION OF DATA

The survey results in this report are presented in text and graphical form to highlight statistically significant findings. (More detailed survey data appear in a separate volume.) Although we present all statistically significant results, the fact that estimates of change are found to be significantly different does not necessarily imply that the difference is large or meaningful in a practical sense. However, statistical significance in itself is important because it means that one can conclude, with a small risk of error, that the new estimates would be similar to the old estimates if the survey were replicated with different samples drawn from the same population, using the same sampling procedures. That is, the differences cannot be attributed solely to sampling error. Keeping in mind that the goal of Phase II of the Media Campaign was to increase awareness of the Media Campaign and its paid anti-drug advertisements, the study results that address awareness of ads, like those in the Phase I evaluation, will be most salient to the reader. Media buy information is used to help interpret and explain survey findings with regard to ad awareness. Furthermore, the qualitative data gathered through site visits to selected communities help to provide further understanding of respondents' changes from baseline to followup, as well as provide information that will be useful for the development, re-focusing, and presentation of ads in subsequent phases of the National Campaign.

## 2.5 REFERENCES

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### 3. NATIONAL SURVEY RESULTS

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This chapter presents the survey results of the evaluation of Phase II of the Office of National Drug Control Policy (ONDCP) National Youth Anti-Drug Media Campaign. In addition to assessing risk status, the evaluation examines change in eight domains: (1) awareness of specific Campaign ads (the main goal of Phase II); (2) effectiveness of the ads (to inform Phase III); (3) awareness of the risks of drugs; (4) attitudes toward drugs; (5) youths' and teens' intentions to use drugs; (6) teens' disapproval of drug use; (7) sources of information about drugs; and (8) parents' discussion of drugs with their children. The expected outcome for Phase II was change in awareness of ads among youth, teens, and parents. However, other changes, such as attitudinal shifts, also occurred that were unexpected given the short timeframe of the Phase II intervention.

In this chapter, the key findings of the surveys are discussed. These findings are those where statistically significant change occurred from baseline to followup and where the change was also meaningful or practical (for purposes of this report, a difference of 5 percentage points or greater). All significant results are highlighted in the exhibits for this chapter, but only those results that have "practical" significance are discussed in the text. Henceforth, any reference to significant results in the text means the finding met both criteria—statistical and practical significance.

There were instances where survey findings show a reverse trend from what would be expected. In these cases, the results are likely due to methodological issues. In specific, as discussed in Chapter 2, students in a particular grade at baseline and students of that same grade at followup are not members of the same cohort because the followup survey was administered at the beginning of a new school year. For this reason, for example, 5th graders in October 1998 may not respond the way a 5th grader in May 1998 would have.

Respondents from each of the three target populations (youth, grades 4–6; teens, grades 7–12; and parents) were asked about their awareness of a small selection of all paid television advertisements that were part of the Phase II Media Campaign. Three different survey instruments were used: one each for youth, teens, and parents. Using in-school questionnaires, youth were surveyed about three ads that were paid for during the Phase II intervention: *Long Way Home*, *Drowning*, and *Girlfriend*; teens were surveyed about four ads entitled *Alex Straight A's*, *Frying Pan*, *Layla*, and *Rite of Passage*. Parents interviewed via telephone responded to questions regarding four ads: *Burbs*, *O'Connor*, *Girl Interview*, and *Under Your Nose*. Interpretation of survey findings and implications of awareness findings are discussed in Chapter 4.

The main findings of this study pertain to awareness of these particular Media Campaign ads, anti-drug ads in general, as well as other key measures of changes in attitude and perceived effectiveness of ads. It should be noted that the percentages of youth that reported seeing ads are higher than those for teens and parents due to the response categories that were examined (see Appendix B for copies of questionnaires). Youth responses were based on "yes/no" (have ever

seen the ads), whereas teens and parents response categories referred to whether they had seen the ads "often," "a few times," or "not at all." The main findings in Phase II follow:

**Summary of Key Youth Findings**

- Pre-post differences in survey data indicate that awareness increased in a practical and statistically significant sense with respect to all three paid Campaign ads targeted toward youth—*Long Way Home*, *Drowning*, and *Girlfriend*. Increases from baseline to followup ranged from 7 to 10 percentage points, which represent a percentage increase of 18 to 31 percent increase in ad awareness.
- Pre-post differences in survey data indicate significant increases in the percentage of youth that "learned a lot" about the dangers of drugs from TV. From baseline to followup, the percentage of youth agreeing with this statement increased in a practical and statistically significant sense by 8 percentage points, which represents a 19 percent increase overall.

**Summary of Key Teen Findings**

- Pre-post differences in survey data indicate that increases in awareness showed practical and statistical significance with respect to three of the four paid Campaign ads targeted toward teens that were included in the questionnaire. Increases from baseline to followup ranged from 5 to 14 percentage points, which represents a 76 to 90 percent increase in ad awareness.
- From baseline to followup, survey data show a substantial increase in the percentage of teens that "agree a lot" that three of the four ads targeted toward teens "made them less likely to try or use drugs." These increases proved significant in a practical sense, ranging from 6 to 13 percentage points, which represent a 52 to 59 percent increase overall.
- Pre-post differences in survey data indicate significant increases in the percentage of teens that "learned a lot" about the dangers of drugs from TV. Indeed, from baseline to followup, the percentage of teens agreeing with this statement increased in a practical sense by 5 percentage points, which represents a 21 percent increase overall.

**Summary of Key Parent Findings**

- Pre-post differences in survey data indicate that awareness increased in a statistical and practical sense with respect to two of the four paid Campaign ads targeted toward parents that were included in the parent interview. Increases in awareness of these two ads represent a 44 to 121 percent increase in ad awareness.

The following sections describe the survey evaluation results for youth, teens, and parents. Each section includes a description of the results by selected demographic characteristics (e.g., grade, ethnicity, household composition, and gender). In addition, Appendix E provides survey findings on youth, teen, and parent awareness questions by race/ethnicity. For further discussion and interpretation of the findings, readers should refer to Chapter 4.

### **3.1 KEY YOUTH FINDINGS**

The following section presents key results related to youth awareness of the ads, their perceived effectiveness of the ads, awareness of the risk of drugs, attitudes toward drugs, intentions to use drugs, and sources of information about drugs. The sample was surveyed prior to the introduction of the Phase II intervention and then 15 weeks after the intervention began. A national sample of elementary school youth in grades 4-6 were surveyed in school using a paper-and-pencil questionnaire.

#### **3.1.1 Sample Profile: Consistency in Youth Samples Between Baseline and Followup**

Characteristics of the youth sample are presented in Exhibit 3-1. Youth who were surveyed at baseline were similar to youth surveyed at followup in terms of their demographic status as measured by grade, ethnicity, and gender. Youth surveyed at baseline and at followup also spent similar amounts of time watching television. Family composition of youth surveyed at baseline and at followup, in terms of household structure and the persons with whom youth live, also was similar.

Similar percentages of youth at baseline and followup were White (approximately 62%), African American (15%), Hispanic (14%), and Asian/Pacific Islander (4%). Grade level was distributed evenly, with 33 percent of youth in fourth and fifth grades, respectively, and 34 percent of youth in sixth grades, at both baseline and followup. The percent of youth residing in different family/household structures was similar at baseline and followup. Among youth surveyed at baseline and followup, approximately 64 percent of youth lived with both parents; and 17 percent of youth at both baseline and followup lived with their mother only. Youth surveyed at baseline and followup were similar in the amount of television they watched, with 56 percent watching every day and approximately 32 percent watching almost every day at baseline and 30 percent at followup.

Youth responses to particular survey questions are summarized in Exhibit 3-2. In this exhibit, the "Pre-Post Change %" refers to the difference in percentage points between the baseline and followup percentages. The column "% Change" refers to the percent of increase or decrease. Patterns of results by demographic characteristics are summarized in Exhibit 3-3.

**Exhibit 3-1**  
**Youth Sample Demographic Characteristics**

| Characteristics           | Baseline % | Followup % |
|---------------------------|------------|------------|
| <b>Grade</b>              |            |            |
| 4                         | 33         | 33         |
| 5                         | 33         | 33         |
| 6                         | 34         | 34         |
| <b>Race/Ethnicity</b>     |            |            |
| White                     | 62         | 62         |
| African American          | 15         | 15         |
| Hispanic                  | 14         | 14         |
| Asian                     | 4          | 4          |
| Other                     | 5          | 6          |
| <b>Family Composition</b> |            |            |
| Both parents              | 64         | 63         |
| Mother and stepfather     | 11         | 11         |
| Father and stepmother     | 3          | 3          |
| Mother only               | 17         | 17         |
| Father only               | 3          | 4          |
| Grandparents              | 5          | 5          |
| Other                     | 8          | 8          |
| <b>TV Watching</b>        |            |            |
| Every day                 | 56         | 56         |
| Almost every day          | 32         | 30         |
| Once or twice per week    | 8          | 8          |
| Once or twice per month   | 1          | 1          |
| Other                     | 4          | 4          |

Note: Percentages may not add to 100 due to rounding.

### 3.1.2 Risk Status: Drugs Youth "Have Heard Of"

At baseline and followup, youth were asked if they had ever heard of any of six drugs. Survey data show that the percentage of youth that had heard of cocaine, crack, heroin, and inhalants, decreased meaningfully from baseline to followup. While this finding was not what would be expected (i.e., one would expect the percent of youth who had heard of these drugs to increase after the intervention), it can be explained in terms of the youth samples. Youth in the baseline sample are from a different cohort than youth in the followup sample as a result of the change in school years (see page 3-1 for further discussion).

### 3.1.3 Risk Status: Trial Drug Use Among Youth

At baseline and followup, youth were asked if they had "ever tried beer, cigarettes, inhalants, marijuana, crack, cocaine, methamphetamine, or heroin." Over time, the percentage of youth that reported drug use decreased to a statistically significant degree with respect to alcohol. At baseline, approximately 21 percent of youth reported that they had tried alcohol, whereas at followup,

### Exhibit 3-2 Responses to Youth Questionnaire in Percents

| Questions                                                                          | Baseline % | Followup % | Pre-Post Change % | % Change |
|------------------------------------------------------------------------------------|------------|------------|-------------------|----------|
| <b>Youth who responded "yes" they have heard of...</b>                             |            |            |                   |          |
| Marijuana                                                                          | 91         | 88         | -3*               | -4.0     |
| Cocaine                                                                            | 90         | 84         | -6*               | -5.9     |
| Crack                                                                              | 82         | 76         | -6*               | -7.6     |
| Inhalants                                                                          | 76         | 67         | -9*               | -11.4    |
| Methamphetamines                                                                   | 38         | 34         | -4*               | -12.5    |
| Heroin                                                                             | 64         | 55         | -9*               | -14.7    |
| <b>Youth who responded "the drug is very dangerous, never should be used."</b>     |            |            |                   |          |
| Marijuana                                                                          | 81         | 80         | -1                | -1.2     |
| Cocaine                                                                            | 83         | 78         | -5*               | -5.0     |
| Crack                                                                              | 76         | 72         | -4*               | -5.9     |
| Inhalants                                                                          | 59         | 55         | -4*               | -6.0     |
| Heroin                                                                             | 61         | 53         | -8*               | -13.4    |
| Methamphetamines                                                                   | 35         | 32         | -3*               | -9.4     |
| Beer                                                                               | 26         | 30         | 4*                | 15.3     |
| Cigarettes                                                                         | 57         | 60         | 3*                | 5.2      |
| <b>Youth who agreed "a lot" with the statement...</b>                              |            |            |                   |          |
| I am scared of taking drugs.                                                       | 72         | 76         | 4*                | 4.2      |
| I don't want to hang around people who use drugs.                                  | 75         | 76         | 1                 | 1.3      |
| It is hard to say "no" when friends want you to try drugs.                         | 37         | 38         | 1                 | 1.9      |
| Using drugs is dangerous.                                                          | 87         | 87         | 0                 | -        |
| Things you sniff or huff to get high (like glue) can kill you.                     | 63         | 65         | 2                 | 2.6      |
| My parents would be upset if I tried marijuana.                                    | 92         | 91         | -1                | 0.4      |
| <b>Youth who reported they have tried...</b>                                       |            |            |                   |          |
| Alcohol                                                                            | 21         | 16         | -5*               | -21.5    |
| Cigarettes                                                                         | 14         | 10         | -4*               | -26.1    |
| Marijuana                                                                          | 4          | 3          | -1*               | -17.1    |
| Cocaine                                                                            | 2          | 2          | 0                 | -        |
| Crack                                                                              | 2          | 2          | 0                 | -        |
| Inhalants                                                                          | 10         | 8          | -2*               | -21.9    |
| Heroin                                                                             | 1          | 1          | 0                 | -        |
| Methamphetamines                                                                   | 3          | 2          | -1*               | -20.2    |
| <b>Youth who responded "yes" they think they will ever try...</b>                  |            |            |                   |          |
| Alcohol                                                                            | 26         | 21         | -5*               | -18.3    |
| Marijuana                                                                          | 3          | 3          | 0*                | -        |
| Cocaine/crack                                                                      | 1          | 1          | 0                 | -        |
| Methamphetamines                                                                   | 2          | 2          | 0                 | -        |
| Heroin                                                                             | 1          | 1          | 0                 | -        |
| Inhalants                                                                          | 4          | 3          | -1*               | -18.8    |
| <b>Youth who responded they learn "a lot" that drugs are bad from...</b>           |            |            |                   |          |
| School class                                                                       | 73         | 73         | 0                 | -        |
| Parents or grandparents                                                            | 70         | 72         | 2*                | 2.6      |
| Brother or sister                                                                  | 37         | 40         | 3*                | 7.2      |
| Friends                                                                            | 39         | 42         | 3*                | 6.8      |
| TV commercials                                                                     | 44         | 52         | 8*                | 18.5     |
| TV shows, news, or movies                                                          | 47         | 50         | 3*                | 7.4      |
| On the street                                                                      | 40         | 44         | 4*                | 9.2      |
| <b>Youth who responded "yes" they hear messages that say drugs are bad from...</b> |            |            |                   |          |



| Questions                                               | Baseline % | Followup % | Pre-Post Change % | % Change |
|---------------------------------------------------------|------------|------------|-------------------|----------|
| TV                                                      | 86         | 88         | 2*                | 2.6      |
| Large outdoor billboards                                | 51         | 53         | 2*                | 3.6      |
| Posters on buses, bus stops, or subways                 | 52         | 54         | 2*                | 4.3      |
| School posters                                          | 84         | 85         | 1                 | 0.6      |
| <b>Youth who responded "yes, I have seen the ad..."</b> |            |            |                   |          |
| Long Way Home                                           | 44         | 54         | 10*               | 22.6     |
| Drowning                                                | 36         | 43         | 7*                | 18.0     |
| Girlfriend                                              | 32         | 42         | 10*               | 30.7     |
| <b>Youth who "agree" that TV ads or commercials...</b>  |            |            |                   |          |
| Tell you something you didn't know about drugs.         | 59         | 64         | 5*                | 8.2      |
| Make you stay away from drugs.                          | 61         | 69         | 8*                | 12.3     |
| Make you more aware of how dangerous drugs are.         | 76         | 80         | 4*                | 5.9      |
| Tell lies about how dangerous drugs are.                | 30         | 27         | -3*               | -12.1    |

Note: Because of rounding, numbers may not add.

\*Indicates significant difference at the 95% confidence level.

<sup>1</sup> "Pre-Post Change %" refers to difference in percentage points between baseline and followup.

<sup>2</sup> "% Change" is calculated by using the formula:  $[(F\% - B\%) \div B\%] \times 100$ , where "F%" is percent at followup and "B%" is percent at baseline.

approximately 16 percent reported they had tried it, a difference of 5 percentage points. In terms of demographics, this decrease is significant among males (25% at baseline and 20% at followup), 5th (20% at baseline and 15% at followup) and 6th (29% baseline, 23% followup) grade students, and White youth (21% baseline, 16% followup).

It is important to note that drug usage was not an area where change was expected given the goals of the Phase II Media Campaign. The fact that change did occur with regard to alcohol could be due to other PSA advertising because the paid portion of the Media Campaign did not address alcohol; or it could be a result of sampling issues (i.e., youth in the followup sample are younger than youth in the baseline sample).

### 3.1.4 Youth Awareness of the Ads

To gauge awareness of the paid Campaign ads, youth were queried about three of the paid Campaign ads targeted toward youth. Note that awareness of these ads is an aggregate function of the ads airing as paid ads, as part of the pro bono match, and as public service announcements. In addition, youth may have been exposed to other paid, pro bono, and PSA ads, including ads targeting teens during Phase II, some of which aired more frequently than those included in the survey.

**Exhibit 3-3**  
**Youth: Significant Differences in Responses From Baseline to Followup**  
**by Demographics**

| Question                                                                                 | Grade |   |   | Sex  |        | Race/Ethnicity |       |          |       |
|------------------------------------------------------------------------------------------|-------|---|---|------|--------|----------------|-------|----------|-------|
|                                                                                          | 4     | 5 | 6 | Male | Female | White          | Black | Hispanic | Asian |
| <b>Youth who responded "yes" they have heard of...</b>                                   |       |   |   |      |        |                |       |          |       |
| Marijuana                                                                                | ●     | ● | ● | ●    | ●      | ●              | —     | —        | ●     |
| Cocaine                                                                                  | ●     | ● | ● | ●    | ●      | ●              | ●     | ●        | —     |
| Crack                                                                                    | ●     | ● | ● | ●    | ●      | ●              | ●     | —        | ●     |
| Inhalants                                                                                | ●     | ● | ● | ●    | ●      | ●              | ●     | ●        | ●     |
| Methamphetamines                                                                         | —     | ● | ● | ●    | ●      | ●              | —     | —        | —     |
| Heroin                                                                                   | ●     | ● | ● | ●    | ●      | ●              | ●     | ●        | ●     |
| <b>Youth who responded "the drug is very dangerous, never should be used"</b>            |       |   |   |      |        |                |       |          |       |
| Cocaine                                                                                  | ●     | ● | — | ●    | ●      | ●              | —     | —        | —     |
| Crack                                                                                    | ●     | ● | ● | ●    | ●      | ●              | —     | —        | —     |
| Inhalants                                                                                | ●     | — | — | ●    | ●      | ●              | —     | —        | —     |
| Heroin                                                                                   | ●     | ● | ● | ●    | ●      | ●              | ●     | —        | ●     |
| Methamphetamines                                                                         | —     | — | — | ●    | ●      | ●              | —     | —        | —     |
| Beer                                                                                     | ●     | — | ● | ●    | ●      | ●              | ●     | —        | —     |
| Cigarettes                                                                               | —     | — | ● | ●    | ●      | ●              | —     | —        | —     |
| <b>Youth who agreed "a lot" with the statement...</b>                                    |       |   |   |      |        |                |       |          |       |
| I am scared of taking drugs.                                                             | —     | ● | ● | ●    | ●      | ●              | —     | ●        | ●     |
| <b>Youth who reported they have tried...</b>                                             |       |   |   |      |        |                |       |          |       |
| Alcohol                                                                                  | ●     | ● | ● | ●    | ●      | ●              | ●     | —        | —     |
| Cigarettes                                                                               | ●     | ● | ● | ●    | ●      | ●              | —     | —        | —     |
| Marijuana                                                                                | —     | — | ● | ●    | —      | ●              | —     | —        | —     |
| Inhalants                                                                                | —     | ● | ● | ●    | ●      | ●              | ●     | ●        | —     |
| Methamphetamines                                                                         | —     | — | — | —    | —      | ●              | —     | —        | —     |
| <b>Youth who responded "yes" they think they will ever try...</b>                        |       |   |   |      |        |                |       |          |       |
| Alcohol                                                                                  | ●     | ● | ● | ●    | ●      | ●              | ●     | —        | —     |
| Marijuana                                                                                | —     | — | ● | ●    | —      | ●              | —     | —        | —     |
| Inhalants                                                                                | —     | — | — | —    | —      | ●              | —     | —        | —     |
| <b>Youth who responded they learn "a lot" that drugs are bad from...</b>                 |       |   |   |      |        |                |       |          |       |
| Parents or grandparents                                                                  | —     | ● | — | —    | ●      | ●              | —     | —        | —     |
| Brother or sister                                                                        | ●     | — | — | ●    | ●      | ●              | —     | —        | —     |
| Friends                                                                                  | ●     | — | ● | —    | ●      | ●              | —     | —        | —     |
| TV commercials                                                                           | ●     | ● | ● | ●    | ●      | ●              | ●     | ●        | —     |
| TV shows, news, or movies                                                                | —     | ● | ● | ●    | ●      | ●              | ●     | —        | —     |
| On the street                                                                            | ●     | — | ● | ●    | ●      | ●              | ●     | —        | —     |
| <b>Youth who responded "yes" they hear messages that say drugs are bad from...</b>       |       |   |   |      |        |                |       |          |       |
| TV                                                                                       | —     | ● | ● | ●    | ●      | ●              | —     | —        | —     |
| Large outdoor billboards                                                                 | —     | ● | — | —    | —      | ●              | —     | —        | —     |
| Posters on buses, bus stops, or subways                                                  | ●     | ● | — | —    | ●      | ●              | —     | ●        | —     |
| NOTE: Questions are in the Youth Questionnaire in Appendix B.                            |       |   |   |      |        |                |       |          |       |
| Key: ● = significance at the 95 percent confidence level. — = no significant difference. |       |   |   |      |        |                |       |          |       |
| <b>Youth who responded "yes, I have seen the ad..."</b>                                  |       |   |   |      |        |                |       |          |       |
| Long Way Home                                                                            | ●     | ● | ● | ●    | ●      | ●              | ●     | ●        | —     |

| Question                                               | Grade |   |   | Sex  |        | Race/Ethnicity |       |          |       |
|--------------------------------------------------------|-------|---|---|------|--------|----------------|-------|----------|-------|
|                                                        | 4     | 5 | 6 | Male | Female | White          | Black | Hispanic | Asian |
| <i>Drowning</i>                                        | ●     | ● | ● | ●    | ●      | ●              | —     | ●        | —     |
| <i>Girlfriend</i>                                      | ●     | ● | ● | ●    | ●      | ●              | ●     | ●        | —     |
| <b>Youth who "agree" that TV ads or commercials...</b> |       |   |   |      |        |                |       |          |       |
| Tell you something you didn't know about drugs         | ●     | ● | ● | ●    | ●      | ●              | —     | ●        | ●     |
| Make you stay away from drugs                          | ●     | ● | ● | ●    | ●      | ●              | —     | ●        | —     |
| Make you more aware of how dangerous drugs are.        | —     | ● | ● | ●    | ●      | ●              | —     | ●        | —     |
| Tell lies about how dangerous drugs are.               | —     | ● | ● | ●    | ●      | ●              | —     | —        | —     |

NOTE: Questions are in the Youth Questionnaire in Appendix B.

Key: ● = significance at the 95 percent confidence level. — = no significant difference.

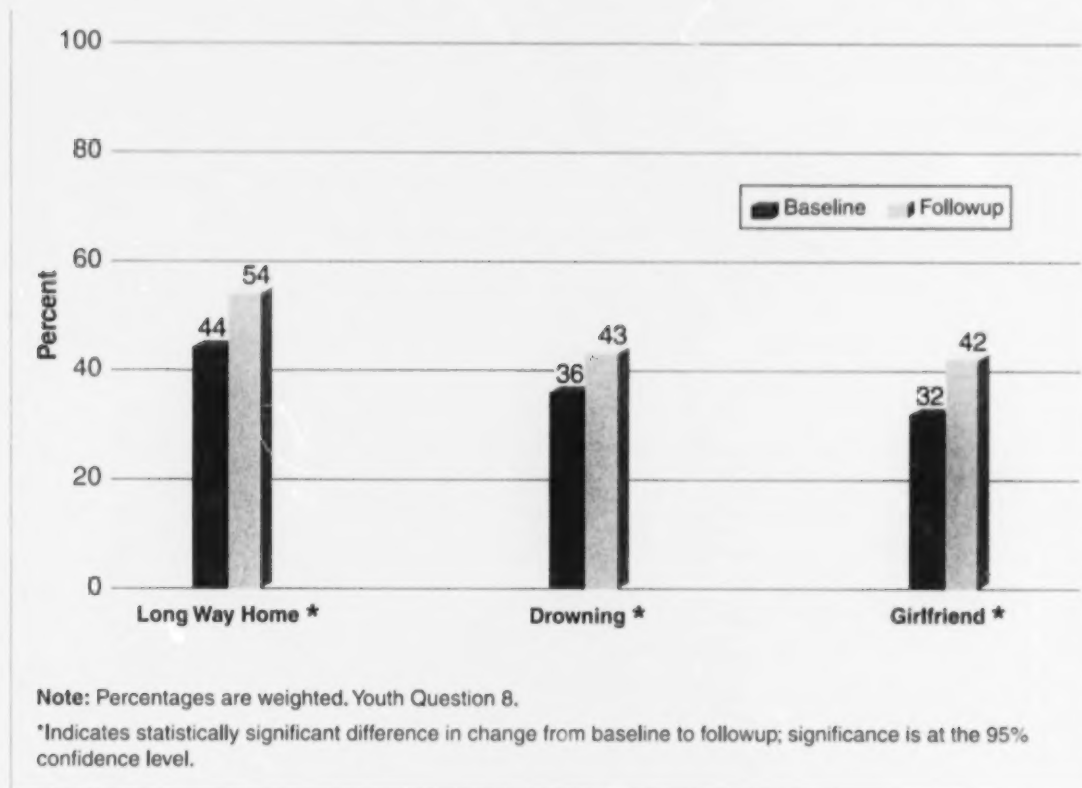
The findings presented above represent all findings that were found to be statistically significant at the  $p < .05$  level (including those with practical and nonpractical significance).

Specifically with respect to the three paid ads included in the survey, youth recognition increased significantly for all three youth-targeted ads (as illustrated in Exhibit 3-4 on the following page.)

- *Long Way Home*—Pre-post differences indicate approximately a 10 percent increase in youth awareness of the ad *Long Way Home*. At baseline, 44 percent of youth recalled seeing this ad. At followup, 54 percent of youth recalled seeing *Long Way Home*, an increase of 10 percentage points and a 22.6 percent increase. This increase was significant for grade 4 (44% baseline, 51% followup), grade 5 (43% baseline, 54% followup), grade 6 (46% baseline, 57% followup), males (47% baseline, 57% followup), females (41% baseline, 52% followup), Whites (40% baseline, 51% followup), Blacks (58% baseline, 66% followup), and Hispanics (49% baseline, 58% followup).
- *Girlfriend*—Pre-post differences indicate approximately a 10 percent increase in youth awareness of the ad *Girlfriend*. At baseline, 32 percent of youth recalled seeing this ad, whereas by followup, 42 percent of youth recalled seeing the ad *Girlfriend*, an increase of 10 percentage points and a 30.7 percent increase. The pattern that emerged for demographic characteristics showed statistically significant increases for 4th grade (31% baseline, 39% followup), 5th grade (31% baseline, 41% followup), 6th grade (34% baseline, 45% followup), males (33% baseline, 43% followup), females (31% baseline, 41% followup), Whites (26% baseline, 37% followup), Blacks (53% baseline, 61% followup), and Hispanics (36% baseline, 47% followup).
- *Drowning*—Pre-post differences indicate approximately a 7 percent increase in youth awareness of the ad *Drowning*. At baseline, 36 percent of youth

### Exhibit 3-4

#### Ad Awareness: Percentage of Youth Who Saw Specific Ads



recalled seeing *Drowning*, and at followup, 43 percent of youth recalled seeing the ad, an increase of 7 percentage points and an 18 percent increase. The increase was found to be significant for 4th grade (39% baseline, 44% followup), 5th grade (35% baseline, 41% followup), 6th grade (35% baseline, 43% followup), males (39% baseline, 46% followup), females (34% baseline, 40% followup), Whites (29% baseline, 37% followup), and Hispanics (49% baseline, 58% followup).

### 3.1.5 Perceived Effectiveness of the Ads Among Youth

Youth were asked if they agreed or disagreed with four statements concerning TV ads or commercials. From baseline to followup, the data indicate statistically significant increases that had practical significance as well for the percentage of youth that responded that the ads (1) told them something about drugs that they did not already know and (2) encouraged them to stay away from drugs:

- *"TV ads or commercials tell you something you didn't know about drugs"*—From baseline to followup, the percentage of youth that responded "yes" to this statement increased significantly from 59 percent to 64 percent, an increase of 5 percentage points and an 8.2% increase. When this question was analyzed by demographic characteristics of youth, significant increases in

the percentage of youth who responded "yes" were found for 5th graders (58% baseline, 65% followup), males (59% baseline, 64% followup), females (59% baseline, 65% followup), Whites (56% baseline, 61% followup), Hispanics (64% baseline, 70% followup), and Asian/Pacific Islanders (65% baseline, 71% followup).

- *"TV ads or commercials make you stay away from drugs"*—From baseline to followup, the percentage of youth that responded "yes" to this statement increased significantly from 61 percent to 69 percent, an increase of 8 percentage points and a 12.3 percent increase. The pattern of findings that emerged when demographic variables were examined showed significant increases for grade 4 (72% baseline, 77% followup), grade 5 (61% baseline, 69% followup), grade 6 (53% baseline, 61% followup), males (63% baseline, 70% followup), females (61% baseline, 69% followup), Whites (58% baseline, 68% followup), and Hispanics (66% baseline, 72% followup).

### **3.1.6 Youth Awareness of the Risks of Drugs**

Youth were surveyed about the dangers of cocaine, crack, inhalants, heroin, marijuana, methamphetamines, beer, and cigarettes. Cocaine and heroin were the only items where statistically significant differences from baseline to followup were practical. However, the results showed a decrease in the perception of risk for these drugs, a reverse trend from what was expected, which again suggests a methodological issue whereby youth in the baseline sample are not the same youth surveyed at followup, which could account for these findings.

### **3.1.7 Youth Attitudes Toward Drugs**

Youth were asked about their attitudes toward drugs. Specifically, they were asked whether or not they agreed with the following statements: (1) "using drugs is dangerous", (2) "it is hard to say 'no' when friends want you to try drugs", (3) "things you sniff or huff to get high can kill you", (4) "I don't want to hang around people who do drugs", (5) "I am scared of doing drugs", and (6) "my parents would be upset if I tried marijuana." There were no statistically significant differences that had practical significance. However, in terms of demographic characteristics, for the statement "I am scared of taking drugs," there was a significant increase from baseline to followup in the percentage of youth who "agreed a lot" for 6th graders (65% baseline, 71% followup), Hispanics (68% baseline, 75% followup), and Asian/Pacific Islanders (75% baseline, 82% followup). Demographic findings are summarized in Exhibit 3-3.

### **3.1.8 Youth Intentions To Use Drugs**

Youth were surveyed about their probability of using alcohol, marijuana, cocaine/crack, methamphetamine, heroin, or inhalants in the future. From baseline to followup, survey data show that the percentage of youth responding "yes" decreased to a statistically significant degree with respect to alcohol. At baseline, approximately 26 percent of youth reported that they may, in the future, try



alcohol; by followup, approximately 21 percent reported they will try it, a difference of 5 percentage points and an 18.3 percent change—a finding that has practical significance. This suggests that exposure to other pro bono advertisements (because the Phase II paid intervention did not address alcohol specifically) could have affected youth's intentions to use. When this item was examined by demographic characteristics, a significant decrease was found for 6th grade (37% baseline, 31% followup), males (31% baseline, 26% followup), females (21% baseline, 16% followup), Whites (30% baseline, 25% followup), and Blacks (17% baseline, 12% followup).

### **3.1.9 General Sources of Information on Drugs Among Youth**

At baseline and followup, youth were asked how much they learned about the dangers of drugs from a variety of media and non-media sources that included: school classes; their parents or grandparents; their brothers or sisters; their friends; television commercials; television shows, news and movies; and on the street. Survey data show that television commercials were the only source of information that showed an increase of statistical and practical significance in terms of the percent of youth who said they "learned a lot" about the dangers of drugs.

At followup, 52 percent of youth said they "learned a lot" from television commercials, up from 44 percent at baseline, an increase of 8 percentage points and an 18.5 percent change. When demographic characteristics were included in the analysis for this item, increases were significant for grade 4 (52% baseline, 60% followup), grade 5 (43% baseline, 51% followup), grade 6 (36% baseline, 44% followup), males (45% baseline, 52% followup), females (42% baseline, 52% followup), Whites (39% baseline, 47% followup), Blacks (54% baseline, 62% followup), and Hispanics (52% baseline, 59% followup).

Youth were also asked if they ever see or hear messages that say drugs are bad on TV, large outdoor billboards, posters on buses, and school posters. As shown in Exhibit 3-2, increases in "yes" responses from baseline to followup were statistically significant for the first three, but not practically so.

## **3.2 KEY TEEN FINDINGS**

A national sample of high school teens in grades 7–12 was surveyed. The following sections present results related to their awareness of the ads, perceived effectiveness of the ads, awareness of the risk of drugs, attitudes towards drugs, intention to use drugs, disapproval of drug use, sources of information about drugs, and communication with their parents or grandparents about drugs. Teen responses to the survey questions are summarized in Exhibit 3-6. If a response of all teens taken together is statistically significant from baseline to followup, as indicated in Exhibit 3-6, then Exhibit 3-7 illustrates all demographic variables that also show statistically significant differences from baseline to followup.

### 3.2.1 Teen Sample Profile: Comparability of the Teen Sample Between Baseline and Followup

Teens surveyed at baseline and followup were similar with regard to age, distribution by grade, type of household, and television viewing habits. Similar percentages of teen respondents at both baseline and followup were White (64%), with a smaller percentage of teens being African American (15%) and Hispanic (13%). Slightly more teens at baseline lived with both parents (58%) compared to teens surveyed at followup (56%). Approximately 81 percent of teens at baseline and followup reported that they watched television every day or almost every day. The teen sample profile is summarized in Exhibit 3-5.

**Exhibit 3-5**  
**Teen Sample Demographic Characteristics**

| Characteristics           | Baseline % | Followup % |
|---------------------------|------------|------------|
| <b>Grade</b>              |            |            |
| 7                         | 17         | 17         |
| 8                         | 17         | 17         |
| 9                         | 18         | 18         |
| 10                        | 17         | 17         |
| 11                        | 16         | 16         |
| 12                        | 16         | 16         |
| <b>Race/Ethnicity</b>     |            |            |
| White                     | 64         | 64         |
| African American          | 15         | 15         |
| Hispanic                  | 13         | 13         |
| Asian                     | 4          | 4          |
| Other                     | 5          | 5          |
| <b>Family Composition</b> |            |            |
| Both parents              | 58         | 56         |
| Mother and stepfather     | 11         | 12         |
| Father and stepmother     | 4          | 4          |
| Mother only               | 19         | 19         |
| Father only               | 4          | 4          |
| Grandparents              | 5          | 4          |
| Other                     | 11         | 11         |
| <b>TV Watching</b>        |            |            |
| Every day                 | 61         | 62         |
| Almost every day          | 20         | 20         |
| Once or twice per week    | 9          | 8          |
| Once or twice per month   | 2          | 2          |
| Other                     | 8          | 8          |

Note: Percentages may not add to 100 due to rounding.

**Exhibit 3-6**  
**Responses to Teen Questionnaire in Percents**

| Questions | Baseline % | Followup % | Pre-Post Change % <sup>1</sup> | % Change <sup>2</sup> |
|-----------|------------|------------|--------------------------------|-----------------------|
|-----------|------------|------------|--------------------------------|-----------------------|

| Questions                                                                                                                   | Baseline % | Followup % | Pre-Post Change % <sup>1</sup> | % Change <sup>2</sup> |
|-----------------------------------------------------------------------------------------------------------------------------|------------|------------|--------------------------------|-----------------------|
| <b>Teens who "agree strongly" with the following statements...</b>                                                          |            |            |                                |                       |
| Taking drugs scares me.                                                                                                     | 32         | 35         | 3*                             | 9.6                   |
| I don't want to hang around anyone who uses marijuana.                                                                      | 27         | 31         | 4*                             | 15.0                  |
| I would try to talk a friend out of using drugs.                                                                            | 51         | 53         | 2*                             | 4.7                   |
| The music that my friends and I listen to makes drugs seem cool.                                                            | 10         | 11         | 1                              | 7.6                   |
| <b>Teens who responded there is great risk in trying marijuana once or twice...</b>                                         | 19         | 20         | 1*                             | 8.8                   |
| <b>Teens who responded there is a great risk in using occasionally...</b>                                                   |            |            |                                |                       |
| Marijuana                                                                                                                   | 26         | 28         | 2*                             | 7.7                   |
| Cocaine/crack                                                                                                               | 54         | 52         | -2*                            | -3.9                  |
| Heroin                                                                                                                      | 62         | 61         | -1                             | -2.1                  |
| Alcohol                                                                                                                     | 17         | 18         | 1                              | 6.6                   |
| Methamphetamines                                                                                                            | 54         | 54         | 0                              | -                     |
| <b>Teens who responded there is a great risk in using regularly...</b>                                                      |            |            |                                |                       |
| Marijuana                                                                                                                   | 63         | 64         | 1                              | 1.4                   |
| Cocaine/crack                                                                                                               | 81         | 80         | -1                             | -0.7                  |
| Heroin                                                                                                                      | 82         | 81         | -1                             | -0.7                  |
| Alcohol <sup>3</sup>                                                                                                        | 43         | 45         | 2                              | 3.9                   |
| Methamphetamines                                                                                                            | 76         | 76         | 0                              | -                     |
| <b>Teens who responded that it is likely that the following will happen to someone who uses marijuana...</b>                |            |            |                                |                       |
| Become more popular                                                                                                         | 9          | 9          | 0                              | -                     |
| Go on to harder drugs                                                                                                       | 50         | 52         | 2*                             | 5.0                   |
| Do worse at school, work, or sports                                                                                         | 56         | 58         | 2*                             | 3.3                   |
| Get hooked on marijuana                                                                                                     | 62         | 65         | 3*                             | 3.7                   |
| Become a loser                                                                                                              | 36         | 39         | 3*                             | 6.5                   |
| Have more fun than other kids                                                                                               | 13         | 12         | -1                             | -5.3                  |
| Become more relaxed                                                                                                         | 29         | 27         | -2*                            | -7.4                  |
| Mess up his or her life                                                                                                     | 57         | 61         | 4*                             | 6.7                   |
| Act stupidly and foolishly                                                                                                  | 58         | 60         | 2*                             | 2.8                   |
| Miss out on the good things in life                                                                                         | 51         | 55         | 4*                             | 7.6                   |
| Upset his or her parents                                                                                                    | 73         | 75         | 2*                             | 2.7                   |
| <b>Teens who responded that it is "very likely" that the following would happen to someone who uses methamphetamines...</b> |            |            |                                |                       |
| Get hooked on methamphetamines                                                                                              | 74         | 75         | 1                              | 1.4                   |
| Become violent                                                                                                              | 65         | 66         | 1                              | 2.1                   |
| Act crazy                                                                                                                   | 72         | 73         | 1                              | 0.8                   |
| <b>Teens who responded that they had used the following substances in their lifetime...</b>                                 |            |            |                                |                       |
| Marijuana                                                                                                                   | 43         | 38         | -5*                            | -11.7                 |
| Cocaine                                                                                                                     | 11         | 9          | -2*                            | -20.2                 |
| Crack                                                                                                                       | 8          | 6          | -2*                            | -30.0                 |
| Inhalants                                                                                                                   | 22         | 20         | -2                             | -7.9                  |
| Cigarettes                                                                                                                  | 59         | 57         | -2*                            | -3.3                  |
| Alcohol                                                                                                                     | 72         | 67         | -5*                            | -6.9                  |
| Methamphetamines                                                                                                            | 13         | 11         | -2*                            | -19.5                 |
| <b>Teens who responded that they had used the following substances in the past 12 months...</b>                             |            |            |                                |                       |
| Marijuana                                                                                                                   | 35         | 31         | -4*                            | -12.4                 |
| Cocaine                                                                                                                     | 9          | 7          | -2                             | -22.7                 |

| Questions                                                                                                                | Baseline % | Followup % | Pre-Post Change % <sup>1</sup> | % Change <sup>2</sup> |
|--------------------------------------------------------------------------------------------------------------------------|------------|------------|--------------------------------|-----------------------|
| Crack                                                                                                                    | 7          | 4          | -3*                            | -36.6                 |
| Inhalants                                                                                                                | 14         | 11         | -3*                            | -21.1                 |
| Cigarettes                                                                                                               | 44         | 41         | -3*                            | -8.3                  |
| Alcohol                                                                                                                  | 57         | 51         | -6*                            | -10.4                 |
| Methamphetamines                                                                                                         | 10         | 8          | -2*                            | -27.1                 |
| <b>Teens who responded that they had used the following substances in the past 30 days...</b>                            |            |            |                                |                       |
| Marijuana                                                                                                                | 25         | 21         | -4*                            | -17.5                 |
| Cocaine                                                                                                                  | 7          | 4          | -3*                            | -38.9                 |
| Crack                                                                                                                    | 6          | 3          | -3*                            | -47.7                 |
| Inhalants                                                                                                                | 10         | 7          | -3*                            | -31.8                 |
| Cigarettes                                                                                                               | 34         | 31         | -3*                            | -9.7                  |
| Alcohol                                                                                                                  | 41         | 35         | -6*                            | -15.8                 |
| Methamphetamines                                                                                                         | 8          | 5          | -3*                            | -37.6                 |
| <b>Teens who responded that they were "very likely" to do the following in the future...</b>                             |            |            |                                |                       |
| Have a drink of alcohol in the next two years                                                                            | 39         | 37         | -2*                            | -6.8                  |
| Use marijuana in the next two years                                                                                      | 18         | 18         | 0                              | -                     |
| Use cocaine/crack in the next two years                                                                                  | 4          | 4          | 0                              | -                     |
| Use methamphetamines in the next two years                                                                               | 3          | 3          | 0                              | -                     |
| Use heroin in the next two years                                                                                         | 2          | 3          | 1                              | 8.2                   |
| Use inhalants in the next two years                                                                                      | 4          | 3          | -1                             | -4.3                  |
| <b>Teens who responded that their close friends would "strongly disapprove" if they did the following things...</b>      |            |            |                                |                       |
| Trying marijuana once or twice                                                                                           | 33         | 36         | 3*                             | 9.0                   |
| Smoking marijuana occasionally                                                                                           | 41         | 44         | 3*                             | 7.8                   |
| Smoking marijuana regularly                                                                                              | 50         | 54         | 4*                             | 7.2                   |
| Trying methamphetamines once or twice                                                                                    | 62         | 64         | 2*                             | 3.5                   |
| Taking cocaine/crack once or twice                                                                                       | 68         | 69         | 1                              | 1.5                   |
| Taking cocaine/crack occasionally                                                                                        | 72         | 73         | 1                              | 1.7                   |
| Having five or more drinks once or twice each weekend                                                                    | 33         | 36         | 3*                             | 9.3                   |
| Taking heroin once or twice                                                                                              | 73         | 74         | 1                              | 1.4                   |
| Taking heroin occasionally                                                                                               | 77         | 78         | 1                              | 1.4                   |
| <b>Teens who responded that their parents would "strongly disapprove" if they did the following things...</b>            |            |            |                                |                       |
| Trying marijuana once or twice                                                                                           | 78         | 81         | 3*                             | 4.2                   |
| Smoking marijuana occasionally                                                                                           | 83         | 86         | 3*                             | 2.9                   |
| Smoking marijuana regularly                                                                                              | 86         | 88         | 2*                             | 2.2                   |
| Trying methamphetamines once or twice                                                                                    | 90         | 92         | 2*                             | 2.0                   |
| Taking cocaine/crack once or twice                                                                                       | 91         | 93         | 2*                             | 1.7                   |
| Taking cocaine/crack occasionally                                                                                        | 92         | 93         | 1*                             | 1.9                   |
| Having five or more drinks once or twice each weekend                                                                    | 73         | 76         | 3*                             | 4.1                   |
| Taking heroin once or twice                                                                                              | 92         | 94         | 2*                             | 1.9                   |
| Taking heroin occasionally                                                                                               | 92         | 94         | 2*                             | 1.8                   |
| <b>Teens who responded that they would "strongly disapprove" of people (who are over 18) did the following things...</b> |            |            |                                |                       |
| Trying marijuana once or twice                                                                                           | 26         | 28         | 2*                             | 6.7                   |
| Smoking marijuana occasionally                                                                                           | 31         | 34         | 3*                             | 6.8                   |
| Smoking marijuana regularly                                                                                              | 38         | 41         | 3*                             | 7.5                   |
| Trying methamphetamines once or twice                                                                                    | 48         | 50         | 2                              | 3.4                   |
| Taking cocaine/crack once or twice                                                                                       | 53         | 54         | 1                              | 1.0                   |
| Taking cocaine/crack occasionally                                                                                        | 57         | 58         | 1                              | 2.0                   |
| Having five or more drinks once or twice each weekend                                                                    | 25         | 26         | 1                              | 5.0                   |
| Taking heroin once or twice                                                                                              | 58         | 58         | 0                              | -                     |

| Questions                                                                                                      | Baseline % | Followup % | Pre-Post Change % <sup>1</sup> | % Change <sup>2</sup> |
|----------------------------------------------------------------------------------------------------------------|------------|------------|--------------------------------|-----------------------|
| Taking heroin occasionally                                                                                     | 62         | 62         | 0                              | -                     |
| <b>Teen frequency of seeing or hearing commercials or ads telling them about the risks of drugs...</b>         |            |            |                                |                       |
| Not at all                                                                                                     | 10         | 8          | -2*                            | -23.8                 |
| Less than once a month                                                                                         | 14         | 11         | -3*                            | -21.1                 |
| 1-3 times a month                                                                                              | 26         | 24         | -2*                            | -10.5                 |
| 1-3 times a week                                                                                               | 21         | 23         | 2*                             | 8.7                   |
| Every day or almost every day                                                                                  | 18         | 21         | 3*                             | 16.7                  |
| More than once a day                                                                                           | 9          | 12         | 3*                             | 33.3                  |
| No answer                                                                                                      | 2          | 2          | 0                              | -                     |
| <b>Teens who report that their parents or grandparents have talked to them about drugs in the past year...</b> |            |            |                                |                       |
| Never                                                                                                          | 28         | 26         | -2*                            | -7.2                  |
| Once                                                                                                           | 17         | 17         | 0                              | -                     |
| Two or three times                                                                                             | 23         | 23         | 0                              | -                     |
| Four or more times                                                                                             | 21         | 24         | 3*                             | 13.0                  |
| No answer                                                                                                      | 12         | 10         | -2                             | 16.7                  |
| <b>Teens who "agree a lot" that conversations with their parents or grandparents...</b>                        |            |            |                                |                       |
| Made them more aware of the risks of using drugs                                                               | 34         | 37         | 3*                             | 7.8                   |
| Made them less likely to try or use drugs                                                                      | 33         | 37         | 4*                             | 10.9                  |
| Gave them new information or told them things they didn't know about drugs                                     | 26         | 30         | 4*                             | 14.8                  |
| Exaggerated the risks or dangers of marijuana                                                                  | 25         | 29         | 4*                             | 13.2                  |
| <b>Teens who agree they learned "a lot" from...</b>                                                            |            |            |                                |                       |
| School lessons or programs                                                                                     | 48         | 49         | 1                              | 2.6                   |
| Parents or grandparents                                                                                        | 30         | 33         | 3*                             | 7.5                   |
| Brother or sister                                                                                              | 21         | 22         | 1*                             | 5.7                   |
| Friends                                                                                                        | 36         | 35         | -1*                            | -4.6                  |
| TV commercials                                                                                                 | 25         | 30         | 5*                             | 20.6                  |
| TV shows, news, or movies                                                                                      | 34         | 36         | 2*                             | 8.1                   |
| Radio                                                                                                          | 13         | 13         | 0                              | -                     |
| Print ads in newspapers or magazines                                                                           | 18         | 19         | 1*                             | 9.6                   |
| Billboards outside                                                                                             | 12         | 14         | 2*                             | 12.6                  |
| Posters on buses, bus stops, or subways                                                                        | 11         | 12         | 1*                             | 10.6                  |
| School posters                                                                                                 | 18         | 22         | 4*                             | 20.2                  |
| On the street                                                                                                  | 29         | 29         | 0                              | -                     |
| <b>Teens who reported they have seen the commercials "often" in the past few months...</b>                     |            |            |                                |                       |
| Alex Straight A's                                                                                              | 9          | 17         | 8*                             | 89.8                  |
| Frying Pan                                                                                                     | 18         | 32         | 14*                            | 76.4                  |
| Layla                                                                                                          | 7          | 9          | 2*                             | 41.3                  |
| Rite of Passage                                                                                                | 7          | 12         | 5*                             | 83.8                  |
| <b>Teens who "agree a lot" that the following ads have made them less likely to try or use drugs...</b>        |            |            |                                |                       |
| Alex Straight A's                                                                                              | 12         | 19         | 7*                             | 52.2                  |
| Frying Pan                                                                                                     | 23         | 36         | 13*                            | 59.3                  |
| Layla                                                                                                          | 12         | 16         | 4*                             | 32.4                  |
| Rite of Passage                                                                                                | 10         | 16         | 6*                             | 56.9                  |
| <b>Teens who "don't agree at all" that the following ads exaggerated the risks or dangers of drugs...</b>      |            |            |                                |                       |
| Alex Straight A's                                                                                              | 13         | 20         | 7*                             | 53.1                  |
| Frying Pan                                                                                                     | 16         | 24         | 8*                             | 49.3                  |
| Layla                                                                                                          | 11         | 15         | 4*                             | 33.8                  |
| Rite of Passage                                                                                                | 9          | 15         | 6*                             | 64.8                  |



# Investing in Our Nation's Youth (Final Report)

| Questions                                                             | Baseline % | Followup % | Pre-Post Change % <sup>1</sup> | % Change <sup>2</sup> |
|-----------------------------------------------------------------------|------------|------------|--------------------------------|-----------------------|
| <b>Teens who responded that they liked the following ads a lot...</b> |            |            |                                |                       |
| <i>Alex Straight A's</i>                                              | 7          | 9          | 2*                             | 44.5                  |
| <i>Frying Pan</i>                                                     | 19         | 32         | 13*                            | 66.5                  |
| <i>Layla</i>                                                          | 8          | 10         | 2*                             | 27.4                  |
| <i>Rite of Passage</i>                                                | 8          | 14         | 6*                             | 64.0                  |

Note: Because of rounding, numbers may not add.

\*Indicates significant difference at the 95% confidence level.

<sup>1</sup>"Pre-Post Change %" refers to difference in percentage points between baseline and followup.

<sup>2</sup>"% Change" is calculated by using the formula:  $[(F\% - B\%) \div B\%] \times 100$ , where "F%" is percent at followup and "B%" is percent at baseline.

<sup>3</sup>Using alcohol regularly was defined in the survey as having 5 or more drinks each weekend.

**Exhibit 3-7**  
**Teens: Significant Differences in Responses From Baseline to Followup**  
**by Demographics**

| Question                                                                                                       | Grade |      |       | Sex  |        | Race/Ethnicity |       |          |       |
|----------------------------------------------------------------------------------------------------------------|-------|------|-------|------|--------|----------------|-------|----------|-------|
|                                                                                                                | 7-8   | 9-10 | 11-12 | Male | Female | White          | Black | Hispanic | Asian |
| <b>Teens who "agree strongly" with the following statements...</b>                                             |       |      |       |      |        |                |       |          |       |
| Taking drugs scares me.                                                                                        | ●     | —    | —     | ●    | —      | ●              | ●     | ●        | —     |
| I don't want to hang around anyone who uses marijuana.                                                         | ●     | —    | —     | ●    | ●      | ●              | —     | ●        | —     |
| I would try to talk a friend out of using drugs.                                                               | ●     | —    | —     | ●    | —      | —              | ●     | —        | —     |
| <b>Teens who responded there is great risk in...</b>                                                           |       |      |       |      |        |                |       |          |       |
| Trying marijuana once or twice                                                                                 | ●     | —    | —     | ●    | —      | ●              | —     | —        | —     |
| <b>Teens who responded there is a great risk in using occasionally...</b>                                      |       |      |       |      |        |                |       |          |       |
| Marijuana                                                                                                      | ●     | —    | —     | —    | —      | ●              | —     | —        | —     |
| Cocaine/crack                                                                                                  | —     | —    | ●     | —    | ●      | ●              | —     | —        | —     |
| <b>Teens who responded there is great risk that the following will happen to someone who uses marijuana...</b> |       |      |       |      |        |                |       |          |       |
| Go on to harder drugs                                                                                          | ●     | ●    | —     | ●    | —      | ●              | ●     | —        | ●     |
| Do worse at school, work, or sports                                                                            | ●     | —    | —     | ●    | —      | —              | —     | ●        | —     |
| Get hooked on marijuana                                                                                        | ●     | ●    | —     | ●    | —      | ●              | —     | —        | —     |
| Become a loser                                                                                                 | ●     | —    | —     | —    | ●      | ●              | —     | —        | —     |
| Mess up his or her life                                                                                        | ●     | ●    | —     | ●    | ●      | ●              | —     | —        | —     |
| Act stupidly and foolishly                                                                                     | —     | —    | —     | —    | —      | ●              | —     | —        | —     |
| Miss out on the good things in life                                                                            | ●     | ●    | —     | ●    | ●      | ●              | —     | —        | —     |
| Upset his or her parents                                                                                       | ●     | ●    | —     | —    | —      | ●              | —     | —        | ●     |
| <b>Teens who responded that they had used the following substances in their lifetime...</b>                    |       |      |       |      |        |                |       |          |       |
| Marijuana                                                                                                      | ●     | ●    | —     | ●    | ●      | ●              | —     | ●        | —     |
| Cocaine                                                                                                        | —     | —    | —     | ●    | ●      | —              | ●     | —        | —     |
| Crack                                                                                                          | —     | ●    | —     | ●    | ●      | —              | ●     | —        | —     |
| Cigarettes                                                                                                     | ●     | —    | —     | —    | —      | —              | —     | —        | —     |
| Alcohol                                                                                                        | ●     | —    | ●     | ●    | ●      | ●              | ●     | ●        | —     |
| Methamphetamines                                                                                               | ●     | ●    | —     | —    | ●      | ●              | —     | —        | —     |
| <b>Teens who responded that they had used the following substances in the past 12 months...</b>                |       |      |       |      |        |                |       |          |       |
| Marijuana                                                                                                      | ●     | ●    | —     | ●    | ●      | ●              | —     | —        | —     |
| Crack                                                                                                          | —     | ●    | —     | ●    | ●      | ●              | ●     | —        | —     |
| Inhalants                                                                                                      | ●     | —    | —     | ●    | ●      | ●              | —     | —        | —     |
| Cigarettes                                                                                                     | ●     | —    | —     | ●    | ●      | ●              | —     | —        | —     |
| Alcohol                                                                                                        | ●     | ●    | —     | ●    | ●      | ●              | ●     | ●        | —     |
| Methamphetamines                                                                                               | —     | ●    | —     | ●    | ●      | ●              | —     | —        | —     |

NOTE: Questions are in the Youth Questionnaire in Appendix B.

Key: ● = significance is at the 95 percent confidence level.— = no significant difference.

|                                                                                               |   |   |   |   |   |   |   |   |   |
|-----------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|
| <b>Teens who responded that they had used the following substances in the past 30 days...</b> |   |   |   |   |   |   |   |   |   |
| Marijuana                                                                                     | ● | ● | — | ● | ● | ● | — | — | — |
| Cocaine                                                                                       | — | ● | ● | ● | ● | ● | ● | ● | — |
| Crack                                                                                         | — | ● | — | ● | ● | ● | — | — | — |
| Inhalants                                                                                     | ● | — | — | ● | ● | ● | — | — | — |

| Question                                                                                                             | Grade |      |       | Sex  |        | Race/Ethnicity |       |          |       |
|----------------------------------------------------------------------------------------------------------------------|-------|------|-------|------|--------|----------------|-------|----------|-------|
|                                                                                                                      | 7-8   | 9-10 | 11-12 | Male | Female | White          | Black | Hispanic | Asian |
| Cigarettes                                                                                                           | ●     | —    | —     | ●    | ●      | ●              | ●     | —        | —     |
| Alcohol                                                                                                              | ●     | ●    | ●     | ●    | ●      | ●              | ●     | ●        | —     |
| Methamphetamines                                                                                                     | —     | ●    | —     | ●    | ●      | ●              | —     | —        | —     |
| <b>Teens who responded that they were "very likely" to do the following in the future...</b>                         |       |      |       |      |        |                |       |          |       |
| Have a drink of alcohol in the next two years                                                                        | ●     | —    | —     | ●    | ●      | ●              | —     | —        | —     |
| <b>Teens who responded that their close friends would "strongly disapprove" if they did the following things...</b>  |       |      |       |      |        |                |       |          |       |
| Trying marijuana once or twice                                                                                       | ●     | —    | —     | —    | ●      | ●              | —     | ●        | —     |
| Smoking marijuana occasionally                                                                                       | ●     | —    | —     | —    | ●      | ●              | —     | ●        | —     |
| Smoking marijuana regularly                                                                                          | ●     | —    | —     | ●    | ●      | ●              | —     | ●        | —     |
| Trying methamphetamines once or twice                                                                                | —     | —    | —     | —    | ●      | ●              | —     | —        | —     |
| Having five or more drinks once or twice each weekend                                                                | ●     | —    | —     | —    | ●      | ●              | —     | —        | —     |
| <b>Teens who responded that their parents would "strongly disapprove" if they did the following things...</b>        |       |      |       |      |        |                |       |          |       |
| Trying marijuana once or twice                                                                                       | ●     | ●    | ●     | —    | ●      | ●              | —     | —        | —     |
| Smoking marijuana occasionally                                                                                       | —     | ●    | ●     | —    | ●      | ●              | —     | —        | —     |
| Smoking marijuana regularly                                                                                          | —     | ●    | —     | —    | ●      | ●              | —     | —        | —     |
| Trying methamphetamines once or twice                                                                                | —     | —    | ●     | —    | ●      | ●              | —     | —        | —     |
| Taking cocaine/crack once or twice                                                                                   | —     | —    | ●     | —    | ●      | ●              | —     | —        | —     |
| Taking cocaine/crack occasionally                                                                                    | —     | ●    | ●     | —    | ●      | ●              | —     | —        | —     |
| Having five or more drinks once or twice each weekend                                                                | ●     | ●    | —     | ●    | ●      | ●              | —     | —        | —     |
| Taking heroin once or twice                                                                                          | —     | —    | ●     | ●    | ●      | ●              | —     | —        | —     |
| Taking heroin occasionally                                                                                           | —     | —    | ●     | ●    | ●      | ●              | —     | —        | —     |
| <b>Teens who responded that they would "strongly disapprove" of people (over 18) who did the following things...</b> |       |      |       |      |        |                |       |          |       |
| Trying marijuana once or twice                                                                                       | ●     | —    | —     | —    | ●      | —              | —     | —        | —     |
| Smoking marijuana occasionally                                                                                       | ●     | —    | —     | —    | ●      | —              | —     | —        | —     |
| Smoking marijuana regularly                                                                                          | ●     | —    | —     | —    | ●      | ●              | —     | ●        | —     |
| <b>Teen frequency of seeing or hearing commercials or ads telling them about the risk of drugs...</b>                |       |      |       |      |        |                |       |          |       |
| Not at all                                                                                                           | ●     | ●    | ●     | ●    | ●      | ●              | —     | —        | —     |
| Less than once a month                                                                                               | ●     | ●    | ●     | ●    | ●      | ●              | ●     | ●        | ●     |
| 1-3 times a month                                                                                                    | ●     | ●    | —     | ●    | ●      | ●              | —     | ●        | —     |
| 1-3 times a week                                                                                                     | —     | ●    | —     | —    | ●      | ●              | —     | —        | —     |
| Every day or almost every day                                                                                        | ●     | ●    | ●     | ●    | ●      | ●              | —     | —        | —     |
| More than once a day                                                                                                 | ●     | ●    | —     | ●    | ●      | ●              | —     | ●        | —     |
| Key: ● = significance is at the 95 percent confidence level. — = no significant difference.                          |       |      |       |      |        |                |       |          |       |
| <b>Teens who report their parents or grandparents have talked to them about drugs in the past year...</b>            |       |      |       |      |        |                |       |          |       |
| Never                                                                                                                | —     | ●    | —     | —    | ●      | ●              | —     | —        | —     |
| Four or more times                                                                                                   | ●     | ●    | —     | ●    | ●      | ●              | ●     | —        | —     |
| <b>Teens who "agree a lot" that conversations with their parents or grandparents...</b>                              |       |      |       |      |        |                |       |          |       |
| Made them more aware of the risks of using drugs                                                                     | ●     | —    | —     | ●    | —      | ●              | —     | —        | —     |
| Made them less likely to try or use drugs                                                                            | ●     | —    | —     | ●    | ●      | ●              | —     | —        | —     |
| Gave them new information or told them                                                                               | ●     | —    | —     | ●    | ●      | ●              | ●     | —        | —     |

| Question                                                                                                  | Grade |      |       | Sex  |        | Race/Ethnicity |       |          |       |
|-----------------------------------------------------------------------------------------------------------|-------|------|-------|------|--------|----------------|-------|----------|-------|
|                                                                                                           | 7-8   | 9-10 | 11-12 | Male | Female | White          | Black | Hispanic | Asian |
| things they didn't know about drugs                                                                       |       |      |       |      |        |                |       |          |       |
| Exaggerated the risks or dangers of marijuana                                                             | ●     | ●    | —     | ●    | ●      | ●              | ●     | —        | —     |
| <b>Teens who agree they learned "a lot" from...</b>                                                       |       |      |       |      |        |                |       |          |       |
| Parents or grandparents                                                                                   | ●     | —    | —     | ●    | ●      | ●              | —     | —        | —     |
| Brother or sister                                                                                         | —     | —    | —     | ●    | —      | —              | ●     | —        | —     |
| Friends                                                                                                   | —     | ●    | —     | —    | ●      | ●              | —     | —        | —     |
| TV commercials                                                                                            | ●     | ●    | ●     | ●    | ●      | ●              | —     | ●        | —     |
| TV shows, news, or movies                                                                                 | ●     | ●    | ●     | ●    | ●      | ●              | ●     | ●        | —     |
| Print ads in newspapers or magazines                                                                      | ●     | —    | ●     | —    | ●      | —              | ●     | ●        | —     |
| Billboards outside                                                                                        | ●     | —    | —     | ●    | —      | —              | ●     | ●        | —     |
| Posters on buses, bus stops, or subways                                                                   | ●     | —    | —     | —    | —      | —              | —     | ●        | —     |
| School posters                                                                                            | ●     | —    | ●     | ●    | ●      | ●              | ●     | ●        | —     |
| <b>Teens who reported they have seen the commercials "often" in the past few months...</b>                |       |      |       |      |        |                |       |          |       |
| <i>Alex Straight A's</i>                                                                                  | ●     | ●    | ●     | ●    | ●      | ●              | ●     | ●        | ●     |
| <i>Frying Pan</i>                                                                                         | ●     | ●    | ●     | ●    | ●      | ●              | ●     | ●        | ●     |
| <i>Layla</i>                                                                                              | ●     | ●    | ●     | ●    | ●      | ●              | —     | ●        | —     |
| <i>Rite of Passage</i>                                                                                    | ●     | ●    | ●     | ●    | ●      | ●              | ●     | ●        | ●     |
| <b>Teens who "agree a lot" that the following ads have made them less likely to try or use drugs...</b>   |       |      |       |      |        |                |       |          |       |
| <i>Alex Straight A's</i>                                                                                  | ●     | ●    | ●     | ●    | ●      | ●              | ●     | ●        | —     |
| <i>Frying Pan</i>                                                                                         | ●     | ●    | ●     | ●    | ●      | ●              | ●     | ●        | ●     |
| <i>Layla</i>                                                                                              | ●     | ●    | ●     | ●    | ●      | ●              | ●     | ●        | ●     |
| <i>Rite of Passage</i>                                                                                    | ●     | ●    | ●     | ●    | ●      | ●              | ●     | ●        | ●     |
| <b>Teens who "don't agree at all" that the following ads exaggerated the risks or dangers of drugs...</b> |       |      |       |      |        |                |       |          |       |
| <i>Alex Straight A's</i>                                                                                  | ●     | ●    | ●     | ●    | ●      | ●              | ●     | ●        | ●     |
| <i>Frying Pan</i>                                                                                         | ●     | ●    | ●     | ●    | ●      | ●              | ●     | ●        | ●     |
| <i>Layla</i>                                                                                              | ●     | ●    | ●     | ●    | ●      | ●              | ●     | —        | ●     |
| <i>Rite of Passage</i>                                                                                    | ●     | ●    | ●     | ●    | ●      | ●              | ●     | ●        | ●     |
| <b>Teens who responded that they liked the following ads a lot...</b>                                     |       |      |       |      |        |                |       |          |       |
| <i>Alex Straight A's</i>                                                                                  | ●     | ●    | ●     | ●    | ●      | ●              | ●     | ●        | ●     |
| <i>Frying Pan</i>                                                                                         | ●     | ●    | ●     | ●    | ●      | ●              | ●     | ●        | ●     |
| <i>Layla</i>                                                                                              | ●     | ●    | ●     | ●    | ●      | ●              | ●     | —        | ●     |
| <i>Rite of Passage</i>                                                                                    | ●     | ●    | ●     | ●    | ●      | ●              | ●     | ●        | —     |

NOTE: Questions are in the Youth Questionnaire in Appendix B.

Key: ● = significance is at the 95 percent confidence level. — = no significant difference.

The findings presented above represent all findings that were found to be statistically significant at the  $p < .05$  level (including those with practical and nonpractical significance).

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### 3.2.2 Risk Status: Baseline Teen Drug Use

At baseline and followup, teens were asked if they had ever used "marijuana, cocaine, crack, inhalants, cigarettes, alcohol, and methamphetamines in their lifetime." Survey data show significant pre-post decreases in the percentage of teens that reported lifetime drug use with respect to two of the seven drugs—alcohol and marijuana. Findings include the following:

- *Alcohol*—From baseline to followup, the percentage of teens that reported they had tried alcohol in their lifetime decreased significantly from approximately 72 percent to approximately 67 percent. In terms of demographics, this decrease is significant among: males (from 73 to 68%) and females (from 71 to 65%); 7th-8th grade students (from 59 to 49%); and Black teens (from 68 to 60%).
- *Marijuana*—From baseline to followup, the percentage of teens that reported they had tried marijuana in their lifetime decreased significantly from approximately 43 percent to approximately 38 percent. In terms of demographics, this decrease is significant among: males (from 46 to 41%) and females (from 39 to 34%); 7th-8th grade students (from 29 to 21%); White (from 41 to 36%), and Hispanic (from 48 to 43%) teens.

In addition, teens were asked if they had used "marijuana, cocaine, crack, inhalants, cigarettes, alcohol, and methamphetamines in the past 12 months." The percentage of youth that reported drug use in the past 12 months decreased to a significant degree with respect to one of the seven drugs—alcohol. From baseline to followup, the percentage of teens that reported they had tried alcohol in the past 12 months decreased significantly from approximately 57 percent to approximately 51 percent. In terms of demographics, this decrease is significant among: males (from 58 to 52%) and females (from 56 to 50%); 7th-8th grade students (from 42 to 31%); and White (from 59 to 53%), Black (from 47 to 41%), and Hispanic (from 59 to 54%) teens.

Lastly, teens at baseline and followup were asked if they had used "marijuana, cocaine, crack, inhalants, cigarettes, alcohol, and methamphetamines in the past 30 days." The percentage of teens that reported drug use in the past 30 days decreased to a significant degree with respect only to alcohol. From baseline to followup, the percentage of teens that reported they had tried alcohol in the past 30 days decreased significantly from approximately 41 percent to approximately 35 percent. In terms of demographics, this decrease is significant among: males (from 43 to 37%) and females (from 39 to 32%); 7th-8th (from 29 to 20%) and 9th-10th (from 42 to 36%) grade students; and White (from 43 to 36%), Black (from 33 to 27%), and Hispanic (from 45 to 38%) teens.

### 3.2.3 Awareness of the Ads Among Teens

To gauge overall ad awareness during the Media Campaign, teens were asked a general question about how frequently in the past few months they had seen or heard ads or commercials telling them about the risks involved in using drugs.



Survey data show changes that were statistically significant in six relevant response categories, but none of those changes was significant in a practical sense. As shown in Exhibit 3-6, a total of 56 percent of teens at followup reported seeing anti-drug ads one to three times a week or more frequently.

From baseline to followup, of the four ads targeted at teens, survey data indicate significant increases in the percentage of teens that recalled "often" seeing three of the ads—*Alex Straight A's*, *Frying Pan*, and *Rite of Passage*. Awareness of the ads is presented graphically in Exhibit 3-8, and key findings are discussed below.

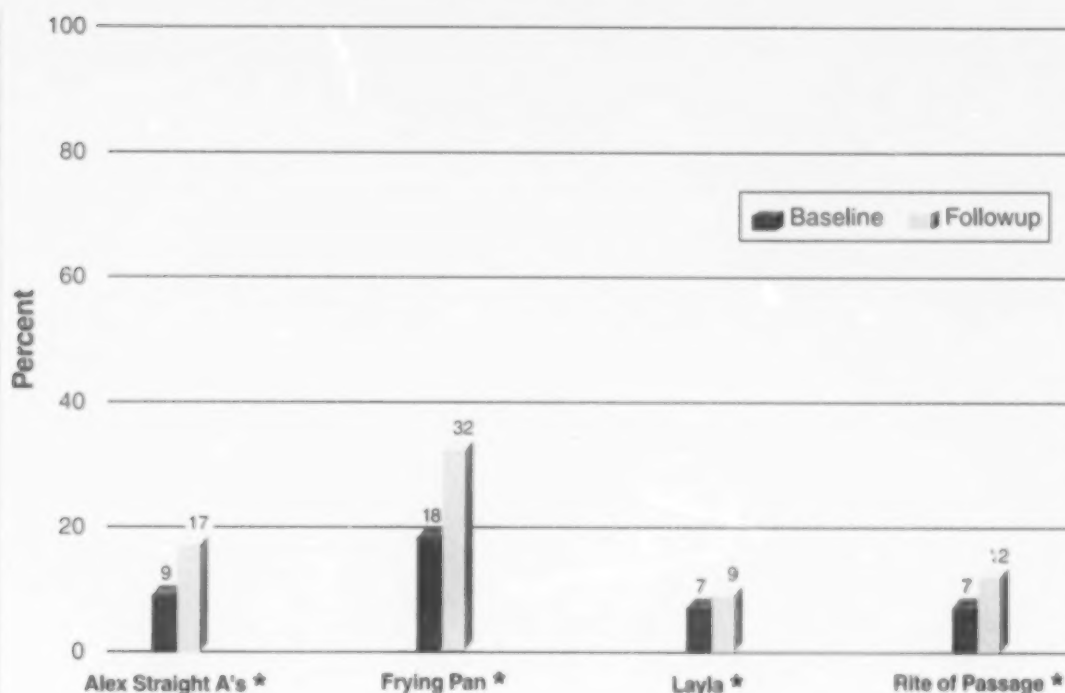
- *Alex Straight A's*—At baseline, less than 9 percent of teens recalled "often" seeing the ad *Alex Straight A's*. However, by followup, teen recall increased significantly to nearly 17 percent. This increase of 8 percentage points represents an increase of nearly 90 percent. This increase was significant among male (from 9 to 18%) and female (from 8 to 16%) teens; 7th–8th (from 11 to 19%), 9th–10th (from 9 to 18%), and 11th–12th (from 6 to 13%) grade students; and White (from 7 to 16%), Hispanic (from 11 to 17%), and Asian/Pacific Islander (from 11 to 19%) teens.
- *Frying Pan*—At baseline, approximately 18 percent of teens recalled "often" seeing the ad *Frying Pan*. At followup, teen recognition increased significantly to nearly 32 percent. This increase of 14 percentage points represents an increase of more than 76 percent. The increase was significant among male (from 17 to 29%) and female (from 20 to 37%) teens; 7th–8th (from 16 to 33%), 9th–10th (from 22 to 34%), and 11th–12th (from 17 to 30%) grade students; and White (from 17 to 32%), Black (from 26 to 38%), Hispanic (from 16 to 29%), and Asian/Pacific Islander (from 16 to 31%) teens.
- *Rite of Passage*—At baseline, less than 7 percent of teens recalled "often" seeing the ad *Rite of Passage*. At followup, teen recognition increased significantly to more than 12 percent. This increase of 5 percentage points represents an increase of nearly 84 percent. The increase was significant among female teens (from 6 to 13%); 7th–8th (from 8 to 15%) and 9th–10th (from 7 to 13%) grade students; and White (from 5 to 11%), Black (from 10 to 15%), Hispanic (from 11 to 17%), and Asian/Pacific Islander (from 6 to 14%) teens.

#### 3.2.4 Perceived Effectiveness of Ads Among Teens

To measure the overall effectiveness of the Campaign ads, teens were asked if they "agreed a lot" that each of the four ads directed toward them made them less likely to try or use drugs. A second measure of ad effectiveness gauged the degree to which teens perceived that ads portrayed realistic versus exaggerated pictures of the risks of using drugs. A third measure was how much teens liked the individual ads.

### Exhibit 3-8

#### Ad Awareness: Percentage of Teens Who Saw Ads "Often"



Note: Percentages are weighted. Teen Question 17, part A.

\*Indicates statistically significant difference in change from baseline to followup; significance is at the 95% confidence level.

Pre-post differences indicate significant increases in the percentage of teens that agreed with the statement about ads making them less likely to try or use drugs with regard to the ads targeting teens. Key findings are presented below:

- Alex Straight A's**—From baseline to followup, there was a significant increase, from approximately 12 percent to nearly 19 percent, in the percentage of teens that responded that the ad *Alex Straight A's* made them less likely to try or use drugs. This increase was significant among male (from 12 to 19%) and female (from 13 to 19%) teens; 7th–8th (from 17 to 25%) and 9th–10th (from 11 to 18%) grade students; and White (from 11 to 17%), Black (from 17 to 24%), and Hispanic (from 15 to 21%).
- Frying Pan**—From baseline to followup, there was a significant increase, from less than 23 percent to more than 36 percent, in the percentage of teens that responded that the ad *Frying Pan* made them less likely to try or use drugs. This increase was significant among male (from 20 to 34%) and female (from 26 to 40%) teens; 7th–8th (from 22 to 39%), 9th–10th (from 24 to 36%), and 11th–12th (from 22 to 34%) grade students; and White (from 21 to

36%), Black (from 34 to 44%), Hispanic (from 21 to 34%), and Asian/Pacific Islander (from 18 to 33%) teens.

- *Rite of Passage*—From baseline to followup, there was a statistically significant increase, from 10 percent to more than 16 percent in the percentage of teens that responded that the ad *Rite of Passage* made them less likely to try or use drugs. This increase was significant among male (from 9 to 14%) and female (from 12 to 19%) teens; 7th–8th (from 13 to 20%) and 9th–10th (from 9 to 16%) grade students; and White (from 9 to 14%), Black (from 13 to 20%), Hispanic (from 14 to 22%), and Asian/Pacific Islander (from 13 to 20%) teens.

Findings for teens' responses to questions whether TV ads or commercials presented disingenuous messages about the dangers of drug use (i.e., whether each of the four paid ads targeted toward them "exaggerated the risks of drug use") include the following:

- *Alex Straight A's*—From baseline to followup, the percentage of teens that reported they "don't agree at all" that the ad *Alex Straight A's* exaggerated the risks or dangers of drugs increased significantly from less than 13 percent to nearly 20 percent. This increase was significant among male (from 12 to 18%) and female (from 14 to 22%) teens; 7th–8th (from 13 to 20%), 9th–10th (from 13 to 22%), and 11th–12th (from 7 to 12%) graders, and White (from 13 to 21%), Hispanic (from 12 to 17%) and Asian/Pacific Islander (from 9 to 16%) teens.
- *Frying Pan*—From baseline to followup, the percentage of teens that reported they "don't agree at all" that the ad *Frying Pan* exaggerated the risks or dangers of drugs increased significantly from slightly more than 16 percent to more than 24 percent. This increase was significant among male (from 14 to 20%) and female (from 19 to 29%) teens; 7th–8th (from 15 to 20%), 9th–10th (from 18 to 26%), and 11th–12th (from 17 to 27%) grade students; and White (from 17 to 26%), Hispanic (from 15 to 21%), and Asian/Pacific Islander (from 9 to 17%) teens.
- *Rite of Passage*—From baseline to followup, the percentage of teens that reported they "don't agree at all" that the ad *Rite of Passage* exaggerated the risks or dangers of drugs increased significantly from approximately 9 percent to nearly 15 percent. This increase was significant among male (from 8 to 13%) and female (from 10 to 18%) teens; 7th–8th (from 8 to 14%) 9th–10th (from 9 to 16%), and 11th–12th (from 8 to 13%) grade students; and White (from 9 to 15%), Hispanic (from 10 to 15%), and Asian/Pacific Islander (from 9 to 15%) teens.

A third measure of the effectiveness of the ads among teens was how much they liked individual ads: "a lot," "a little," "not at all," or "did not see ad." As indicated in Exhibit 3-6, the increase from baseline to followup in the percentage of teens who responded "a lot" was significant for two ads:

- *Frying Pan*—From baseline to followup, the percentage of teens who reported they liked *Frying Pan* “a lot” increased from 19 to 32 percent, a 13 percentage point change and an increase of more than 66 percent. The increase was significant among male (from 17 to 28%) and female (from 21 to 36%) teens; 7th–8th (from 16 to 30%), 9th–10th (from 21 to 32%), and 11th–12th (from 20 to 33%) grade students; and among White (from 18 to 32%), Black (from 26 to 37%), Hispanic (from 17 to 29%), and Asian/Pacific Islander (from 12 to 27%) teens.
- *Rite of Passage*—From baseline to followup, the percentage of teens who reported they liked this ad “a lot” increased from 8 to 14 percent, a change of 6 percentage points and an increase of 64 percent. The increase was significant among male (from 7 to 12%) and female (from 9 to 16%) teens; among 7th–8th (from 9 to 15%) and 9th–10th (from 7 to 13%) grade students; and among White (from 7 to 12%), Black (from 10 to 18%), and Hispanic (from 12 to 19%) teens.

### 3.2.5 Awareness of the Risks of Drugs Among Teens

To assess their awareness of the risks of using drugs, teens were asked how much risk they attached (great, moderate, slight, or no risk) to using each of five drugs: “trying once or twice,” “using occasionally,” or “using regularly.” As shown in Exhibit 3-6, changes from baseline to followup in the percentage of teens who perceived “great risk” was statistically significant for trying marijuana “once or twice” and for occasionally using marijuana or cocaine/crack. The changes were not, however, significant in a practical sense.

### 3.2.6 Attitudes Toward Drugs Among Teens

Teens were asked about their attitudes toward drugs. Specifically, they were asked whether they “agreed strongly” with the following statements: (1) “taking drugs scares me”; (2) “I don’t want to hang around anyone who uses marijuana (pot, grass, weed); (3) “I would try to talk a friend out of using drugs”; and (4) “the music that my friends and I listen to makes drugs seem cool.” Although some items showed statistically significant changes (see Exhibit 3-6), none of the changes were significant in a practical sense.

In addition, teens were surveyed about their attitudes toward marijuana. They were asked: “How likely is it that the following would happen to someone who uses marijuana:” (1) “become more popular”; (2) “go on to harder drugs”; (3) “do worse at school, work, or sports”; (4) “get hooked on marijuana”; (5) “become a loser”; (6) “have more fun than other kids”; (7) “become more relaxed”; (8) “mess up his or her life”; (9) “act stupidly and foolishly”; (10) “miss out on the good things in life”; and (11) “upset his or her parents.” The findings, summarized in Exhibit 3-6, did not show any results that carried both statistical and practical significance.

Lastly, teens were asked about their attitudes toward methamphetamines. The question stated: “How likely is it that the following would happen to someone

who uses methamphetamine:" (1) "get hooked on methamphetamine"; (2) "become violent"; and (3) "act crazy." Again, none of these items showed statistically significant changes nor was any practical change found.

### **3.2.7 Sources of Information About Drugs Among Teens**

At baseline and followup, teens were asked how much they had learned about drugs through a variety of media and non-media sources that included: school lessons or programs; parents or grandparents; brother or sister; friends; TV commercials; TV shows, news or movies; radio; print ads in newspapers or magazines; billboards outside; posters on buses, bus stops or subways; school posters; and on the street. The increase in the percentage of teens reporting TV commercials as a source of information about the risks of drugs showed the most significant increase of all the sources on which teens were surveyed, increasing from 25 percent at baseline to 30 percent at followup, an increase of 5 percentage points and a 20 percent change. Although statistically significant increases were found for all media sources except for radio (see Exhibit 3-9), TV commercials were the only source of information for which the increase was of practical significance.

When teen responses to this question were analyzed by demographic characteristics, there were significant increases from baseline to followup in the percentage who "learned a lot" from TV commercials for 7th-8th (27% baseline, 34% followup) and 9th-10th (23% baseline, 28% followup) graders; males (24% baseline, 29% followup), females (25% baseline, 30% followup); and White (21% baseline, 26% followup) and Hispanic (26% baseline, 32% followup) teens.

### **3.2.8 Intention To Use Drugs Among Teens**

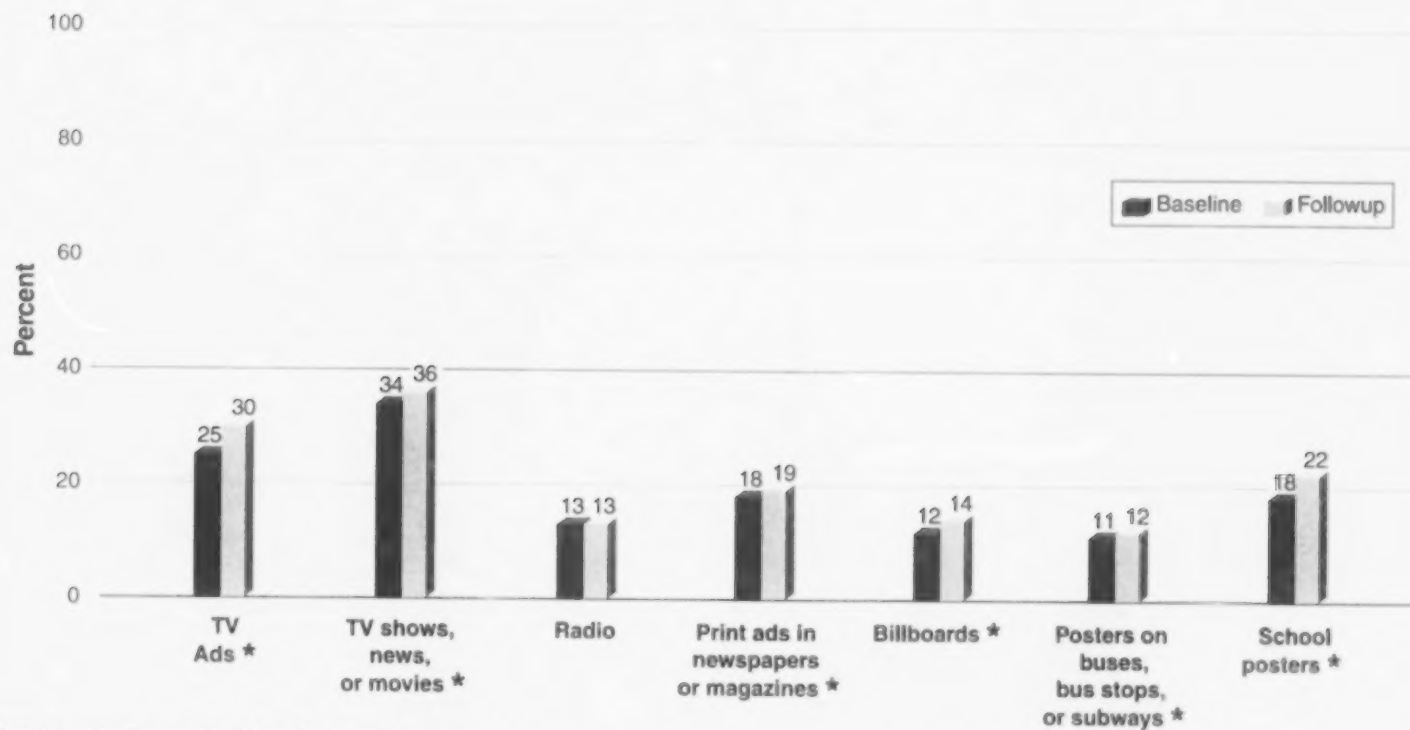
Teens were surveyed about their intentions of using alcohol, marijuana, cocaine/crack, methamphetamine, heroin, or inhalants in the future. From baseline to followup, survey data show that the percentage of teens responding that they were "very likely" to use these substances in the next 2 years showed a decrease that was statistically significant only for alcohol, but the decrease did not have practical significance (see Exhibit 3-6 for findings). For 7th-8th graders, however, there was a decrease from baseline to followup that had statistical and practical significance—26 percent of 7th-8th graders at baseline and only 19 percent at followup said they were likely to drink alcohol in the next 2 years.

### **3.2.9 Disapproval of Teen Drug Use**

Teens were asked a series of questions pertaining to how they perceived their close friends and their parents would feel about the teen using various drugs. In addition, teens responded to questions with regard to whether they disapproved of persons over 18 years of age using specific drugs. For a number of drugs, teens



**Exhibit 3-9**  
**Sources of Information About Drugs: Percentage of Teens Who Said They Learned "a Lot" About Drugs From Specific Media**



Note: Percentages are weighted. Teen Question #15.

\*Indicates statistically significant difference in change from baseline to followup; significance is at the 95% confidence level.

became more disapproving after the Phase II Media Campaign, although none of these results had practical significance.

When these questions were analyzed by demographic characteristics, a significant increase was found for 7th–8th graders who reported that their close friends would “strongly disapprove” if they (1) tried marijuana once or twice (41% baseline, 48% followup); (2) smoked marijuana occasionally (49% baseline, 55% followup); (3) smoked marijuana regularly (57% baseline, 64% followup); and (4) had five or more drinks once or twice each weekend (44% baseline, 51% followup). There also was a significant increase for females (37% baseline, 42% followup) regarding the percent who think close friends would disapprove if they tried marijuana once or twice.

Significant increases were found for 7th–8th graders as well when teens reported whether they would “strongly disapprove” of people over 18 who (1) tried marijuana once or twice (31% baseline, 37% followup); (2) smoked marijuana occasionally (36% baseline, 42% followup); and (3) smoked marijuana regularly (43% baseline, 50% followup).

### 3.2.10 Communication with Parents or Grandparents

To assess their level of communication about drugs with parents or grandparents, teens were asked how often, in the past year, their parents or grandparents had talked to them about drugs. If their parents or grandparents had talked to them about drugs in the past year, teens were also asked to respond to four questions about their impressions of those conversations: whether they made them more aware of the risks of using drugs, made them less likely to try or use drugs, had

given them new information about drugs, or whether their parents or grandparents had exaggerated the risks or dangers specifically of using marijuana. As shown in Exhibit 3-6, although the percentage change from baseline to followup was statistically significant for some responses, none of the changes was significant in a practical sense.

When these questions were analyzed by demographic characteristics, some substantive changes were found. For 7th and 8th graders, increases were significant for all four follow-on questions. The percentage of those who strongly agreed that their conversations with parents or grandparents had made them more aware of the risks of using drugs increased from 43 at baseline to 49 at followup. The percentage who strongly agreed that their conversations had made them less likely to try or use drugs increased from 44 at baseline to 50 at followup. The percentage who strongly agreed the conversations gave them new information increased the most, from 35 at baseline to 43 at followup. On the other hand, the percentage of 7th and 8th graders who strongly agreed that their parents or grandparents had exaggerated the risks or dangers of marijuana also increased significantly, from 31 at baseline to 36 at followup.

Increases were significant among other groups in response to the question about whether the conversations had given teens new information about drugs. From

baseline to followup, increases were significant for boys (from 25 to 30%) and for White (from 21 to 26%) and Black (from 36 to 41%) teens. Also significant among Black teens was the change from baseline to followup in the percentage of those who strongly agreed that their parents or grandparents had exaggerated the risks or dangers of marijuana; the increase was from 31 to 36 percent.

### 3.3 KEY PARENT FINDINGS

Parents of children age 18 and younger were asked about their awareness of four selected television ads for the Phase II intervention: *Burbs*, *O'Connor*, *Girl Interview*, and *Under Your Nose* through a telephone survey.<sup>4</sup> Parents also were asked about their perceptions of the effectiveness of these ads, their attitudes toward drug use, and communication with their children about drugs.

#### 3.3.1 Sample Profile: Comparability of Parent Samples Between Baseline and Followup

Parents surveyed at baseline were similar to parents surveyed at followup with regard to their demographic characteristics and socioeconomic status as measured by age, ethnic background, marital status, education, and household income. The percentage of parents ages 18–34 was slightly higher at baseline (40%) than at followup (38%). There were slightly more 35–44 year old parents surveyed at followup (41%) than at baseline (39%). With regard to income, more parents at baseline refused to provide their income than parents at followup, which could account for slight differences between groups at baseline and followup. Further, 79 percent of parents surveyed at baseline reported they watch television every day or almost every day, whereas 82 percent of parents at followup said they watch TV this often. Characteristics of the parent sample are presented in Exhibit 3-10.

Parent responses to the survey questions are summarized in Exhibit 3-11, with statistically significant results according to demographic characteristics presented in Exhibit 3-12.

#### 3.3.2 Risk Status: Parental Attitudes Toward Child's Drug Use

To gauge attitudes toward their children's use of drugs, parents were asked to respond to six statements. The increase in parents agreeing strongly with the statement, *What I say will have little influence over whether my child tries marijuana*, showed practical significance, from 21 percent at baseline to 26 percent at followup. Survey findings are presented in Exhibit 3-11.

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<sup>4</sup> Parents may have seen many more than the four ads over the course of the Phase II Media Campaign, but four were selected as indicators of awareness of paid ads.

### 3.3.3 Awareness of the Ads Among Parents

To gauge general awareness of the paid Campaign ads, parents were asked how frequently "in the past few months they had seen or heard any commercials or ads telling them about the risks of drugs." As shown in Exhibit 3-11, percentage changes from baseline to followup for some responses were statistically significant, but not significant in a practical sense.

In addition, parents were asked about four specific paid Campaign ads that were included in the survey. Note that overall awareness of these ads includes ads that aired as paid ads, as part of the pro-bono match, and as public service announcements. Pre-post differences indicate practically significant increases in the percentage of parents that recalled "often" seeing two of the four parent-targeted ads. From baseline to followup, the percentage of parents that recalled "often" seeing *Girl Interview* increased from less than 7 percent to approximately 15 percent, a significant and practical increase of 8 percentage points. From baseline to followup, the percentage of parents that recalled "often" seeing *O'Connor* increased from approximately 20 percent to more than 29 percent, a significant increase that had practical significance as well. Exhibit 3-13 illustrates the results of ad awareness for parents.

For *Girl Interview*, the increases in awareness showed practical significance for parents of children in 3rd-lower grades (8% baseline, 15% followup), parents of children in 4th-6th grades (6% baseline, 15% followup), parents of children in 7th-9th grades (6% baseline, 12% followup), parents of children in 10th-12th grades (7% baseline, 13% followup); fathers (6% baseline, 11% followup), mothers (7% baseline, 18% followup); White parents (5% baseline, 14% followup), Black parents (10% baseline, 16% followup), Hispanic parents (9% baseline, 15% followup); parents between the ages of 18-34 (9% baseline, 18% followup), parents between the ages of 35-44 (5% baseline, 14% followup), parents aged 45+ (6% baseline, 12% followup); parents earning less than \$35,000 (9% baseline, 18% followup), parents earning between \$35-49,000 (6% baseline, 16% followup), parents earning more than \$50,000 (5% baseline, 12% followup); parents with no college education (8% baseline, 15% followup), parents with some college (6% baseline, 15% followup), and parents who completed college (6% baseline, 14% followup).

- For *O'Connor*, the increases in awareness showed practical significance for: parents of children in 3rd-lower grades (19% baseline, 30% followup), parents of children in 4th-6th grades (20% baseline, 28% followup), parents of children in 7th-9th grades (21% baseline, 27% followup), parents of children in 10th-12th grades (22% baseline, 32% followup); males (17% baseline, 26% followup), females (24% baseline, 32% followup); White parents (19% baseline, 29% followup), Black parents (28% baseline, 38% followup), Hispanic parents (21% baseline, 29% followup); parents between the ages of 18-34 (21% baseline, 28% followup), parents between the ages of 35-44 (19% baseline, 29% followup), parents aged 45+ (23% baseline, 32% followup); parents earning less than \$35,000 (25% baseline, 32% followup); parents earning between \$35-49,000 (22% baseline, 35%

**Exhibit 3-10**  
**Parent Sample Demographic Characteristics**

| Characteristics            | Baseline % | Followup % |
|----------------------------|------------|------------|
| <b>Age of Parent</b>       |            |            |
| 18-34                      | 40         | 38         |
| 35-44                      | 39         | 41         |
| 45+                        | 19         | 21         |
| Unknown                    | 2          | 0          |
| <b>Race/Ethnicity</b>      |            |            |
| White                      | 62         | 64         |
| African American           | 13         | 14         |
| Hispanic                   | 12         | 12         |
| Asian                      | 4          | 4          |
| Other                      | 9          | 7          |
| <b>Marital Status</b>      |            |            |
| Married                    | 58         | 56         |
| Single                     | 11         | 12         |
| Divorced/separated/widowed | 4          | 4          |
| Other                      | 19         | 19         |
| <b>Education</b>           |            |            |
| No college                 | 38         | 38         |
| Some college               | 25         | 27         |
| Completed college          | 35         | 36         |
| Other                      | 2          | 0.1        |
| <b>Income</b>              |            |            |
| \$0-\$14,999               | 10         | 11         |
| \$15,000-\$49,999          | 45         | 47         |
| \$50,000+                  | 31         | 35         |
| Other                      | 14         | 7          |
| <b>TV Watching</b>         |            |            |
| Every day                  | 56         | 60         |
| Almost every day           | 23         | 22         |
| Once or twice per week     | 16         | 14         |
| Once or twice per month    | 2          | 2          |
| All Other                  | 3          | 2          |

Note: Percentages may not add to 100 due to rounding.

followup), parents earning more than \$50,000 (16% baseline, 24% followup); parents with no college education (24% baseline, 31% followup), parents with some college (22% baseline, 32% followup), and parents who completed college (16% baseline, 26% followup).



**Exhibit 3-11**  
**Responses to Parent Questionnaire in Percents**

| Questions                                                                                                   | Baseline % | Followup % | Pre-Post Change % | % Change |
|-------------------------------------------------------------------------------------------------------------|------------|------------|-------------------|----------|
| <b>Parents who responded they think there is great risk in trying once or twice...</b>                      |            |            |                   |          |
| Marijuana                                                                                                   | 48         | 48         | 0                 | —        |
| Cocaine/crack                                                                                               | 87         | 87         | 0                 | —        |
| Inhalants                                                                                                   | 79         | 81         | 2                 | 2.6      |
| Methamphetamines                                                                                            | 80         | 82         | 2                 | 1.7      |
| Heroin                                                                                                      | 89         | 89         | 0                 | —        |
| <b>Parents who responded they think there is great risk in using regularly...</b>                           |            |            |                   |          |
| Marijuana                                                                                                   | 82         | 82         | 0                 | —        |
| Cocaine/crack                                                                                               | 92         | 92         | 0                 | —        |
| Inhalants                                                                                                   | 90         | 90         | 0                 | —        |
| Methamphetamines                                                                                            | 89         | 91         | 2*                | 2.1      |
| Heroin                                                                                                      | 92         | 92         | 0                 | —        |
| <b>Frequency with which parents talked to their children about drugs during the past year...</b>            |            |            |                   |          |
| Never                                                                                                       | 8          | 9          | 1                 | 12.5     |
| Once                                                                                                        | 4          | 4          | 0                 | —        |
| Two or three times                                                                                          | 17         | 17         | 0                 | —        |
| Four or more times                                                                                          | 48         | 48         | 0                 | —        |
| Don't know / no answer / not asked                                                                          | 24         | 22         | -2                | -8.3     |
| <b>Parents who "agree strongly" with the following...</b>                                                   |            |            |                   |          |
| What I say will have little influence over whether my child tries marijuana.                                | 21         | 26         | 5*                | 22.1     |
| My child knows exactly how I feel about him/her using drugs.                                                | 86         | 86         | 0                 | —        |
| I have clear, stated, and specific rules for drug use by my child.                                          | 82         | 82         | 0                 | —        |
| I don't think it is so bad if my child tries marijuana.                                                     | 6          | 10         | 4*                | 74.5     |
| It wouldn't worry me if my child tried sniffing things to get high, like glue.                              | 6          | 10         | 4*                | 61.1     |
| I believe I have all the skills and information I need to help my child avoid drugs.                        | 52         | 54         | 2                 | 3.8      |
| <b>Parent frequency of seeing or hearing commercials or ads telling about the risks of drugs...</b>         |            |            |                   |          |
| Not at all                                                                                                  | 8          | 7          | -1                | -14.1    |
| Less than once a month                                                                                      | 8          | 6          | -2*               | 25.0     |
| 1-3 times a month                                                                                           | 29         | 27         | -2                | -5.7     |
| 1-3 times a week                                                                                            | 25         | 26         | 1                 | 2.3      |
| Every day or almost every day                                                                               | 25         | 29         | 4*                | 13.6     |
| More than once a day                                                                                        | 4          | 6          | 2*                | 27.9     |
| <b>Parents who "agree a lot" that...</b>                                                                    |            |            |                   |          |
| Commercials or ads made you more aware of the risks of using drugs.                                         | 46         | 49         | 3                 | 4.9      |
| Commercials or ads have given you new information or told you things you didn't know about drugs.           | 26         | 30         | 4*                | 14.7     |
| Commercials or ads made you aware that America's drug problem is something that could affect your children. | 62         | 65         | 3*                | 4.4      |
| <b>Parents who reported they saw each ad "often" in the past few months</b>                                 |            |            |                   |          |
| Burbs                                                                                                       | 21         | 19         | -2                | -9.7     |
| O'Connor                                                                                                    | 20         | 29         | 9*                | 43.8     |

| Questions              | Baseline % | Followup % | Pre-Post Change % | % Change |
|------------------------|------------|------------|-------------------|----------|
| <i>Girl Interview</i>  | 7          | 15         | 8*                | 121      |
| <i>Under Your Nose</i> | 8          | 12         | 4*                | 46.0     |

Note: Because of rounding, numbers may not add.

\*Indicates significant difference at the 95% confidence level.

<sup>1</sup> "Pre-Post Change %" refers to difference in percentage points between baseline and followup.

<sup>2</sup> "% Change" is calculated by using the formula:  $[(F\% - B\%) \div B\%] \times 100$ , where "F%" is percent at followup and "B%" is percent at baseline.

### 3.3.4 Perceived Effectiveness of the Ads Among Parents

Parents were asked if they agreed or disagreed with three statements concerning TV ads or commercials. Findings show changes in the percentage of parents who "agreed a lot" with the following statements: (1) "commercials or ads made you more aware of the risks of using drugs," (2) "commercials or ads have given you new information or told you things you didn't know about drugs," and (3) "commercials or ads made you aware that America's drug problem is something that could affect your children." Although responses to two of these statements showed increases that were statistically significant, the differences were not large enough to be significant in a practical sense. Survey findings are presented graphically in Exhibit 3-14.

### 3.3.5 Parental Awareness of the Risks of Drugs

Parents were asked a series of questions about whether there was "great risk" if a young person tried specific drugs once or twice or used the drugs on a regular basis. On only one of the measures, awareness of great risk of using methamphetamine regularly, there was a statistically significant increase in perception of risk. However, the differences in perception of risk for this and all other measures were not large enough to be significant in a practical sense. Survey findings are presented in Exhibit 3-11.

### 3.3.6 Discussion of Drugs With Children

Parents were asked whether they had "ever" spoken with their child about drugs, and whether they had spoken with their child about drugs in the past year. As shown in Exhibit 3-11, the only changes from baseline to followup for any of the responses were not statistically significant.

## Exhibit 3-12

## Parents: Significant Differences in Responses From Baseline to Followup by Demographics

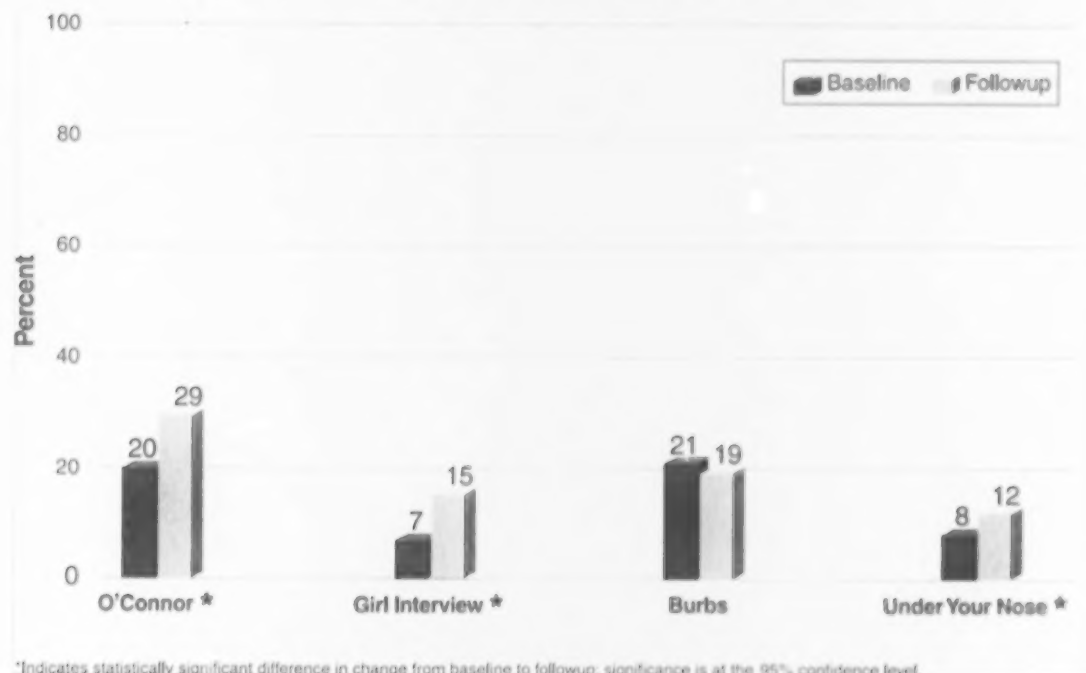
| Question                                                                                                    | Education (College) |      |           | Age Group |       |     | Income Level |        |      | Race/Ethnicity |       |          | Grade of Child |     |     |       | Sex  |        |
|-------------------------------------------------------------------------------------------------------------|---------------------|------|-----------|-----------|-------|-----|--------------|--------|------|----------------|-------|----------|----------------|-----|-----|-------|------|--------|
|                                                                                                             | None                | Some | Completed | 18-34     | 35-44 | 45+ | Low          | Middle | High | White          | Black | Hispanic | 0-3            | 4-6 | 7-9 | 10-12 | Male | Female |
| <b>Parents who responded they think there is great risk in using regularly...</b>                           |                     |      |           |           |       |     |              |        |      |                |       |          |                |     |     |       |      |        |
| Methamphetamines                                                                                            | ●                   | —    | —         | —         | —     | ●   | —            | —      | —    | —              | —     | —        | —              | —   | —   | —     | —    | —      |
| <b>Parents who "agree strongly" with the following...</b>                                                   |                     |      |           |           |       |     |              |        |      |                |       |          |                |     |     |       |      |        |
| What I say will have little influence over whether my child tries marijuana.                                | ●                   | ●    | —         | ●         | ●     | —   | ●            | ●      | —    | ●              | ●     | ●        | —              | —   | ●   | —     | ●    | ●      |
| I don't think it is so bad if my child tries marijuana.                                                     | ●                   | ●    | —         | ●         | ●     | ●   | ●            | ●      | ●    | ●              | ●     | ●        | ●              | —   | ●   | —     | ●    | ●      |
| I wouldn't worry me if my child tried sniffing things to get high, like glue.                               | ●                   | ●    | ●         | ●         | ●     | ●   | ●            | ●      | ●    | ●              | —     | ●        | —              | ●   | ●   | —     | ●    | ●      |
| <b>Parents who "agree a lot" that...</b>                                                                    |                     |      |           |           |       |     |              |        |      |                |       |          |                |     |     |       |      |        |
| Commercials or ads have given you new information or told you things you didn't know about drugs.           | ●                   | —    | —         | —         | —     | ●   | —            | ●      | —    | ●              | ●     | —        | —              | —   | —   | ●     | —    | ●      |
| Commercials or ads made you aware that America's drug problem is something that could affect your children. | ●                   | —    | —         | —         | —     | ●   | —            | —      | —    | ●              | —     | —        | —              | —   | —   | ●     | —    | —      |
| <b>Parents who reported they saw each ad "often" in the past few months...</b>                              |                     |      |           |           |       |     |              |        |      |                |       |          |                |     |     |       |      |        |
| O'Connor                                                                                                    | ●                   | ●    | ●         | ●         | ●     | ●   | ●            | ●      | ●    | ●              | ●     | ●        | ●              | ●   | ●   | ●     | ●    | ●      |
| Girl Interview                                                                                              | ●                   | ●    | ●         | ●         | ●     | ●   | ●            | ●      | ●    | ●              | ●     | ●        | ●              | ●   | ●   | ●     | ●    | ●      |
| Under Your Nose                                                                                             | ●                   | ●    | ●         | ●         | ●     | —   | ●            | ●      | —    | ●              | —     | —        | ●              | —   | —   | ●     | ●    | ●      |

NOTE: Questions are in the Youth Questionnaire in Appendix B.

Key: ● = significance at the 95 percent confidence level. — = no significant difference.

The findings presented above represent all findings that were found to be statistically significant at the  $p < .05$  level (including those with practical and nonpractical significance).

**Exhibit 3-13**  
**Ad Awareness: Percentage of Parents Who Saw Specific Ads "Often"**

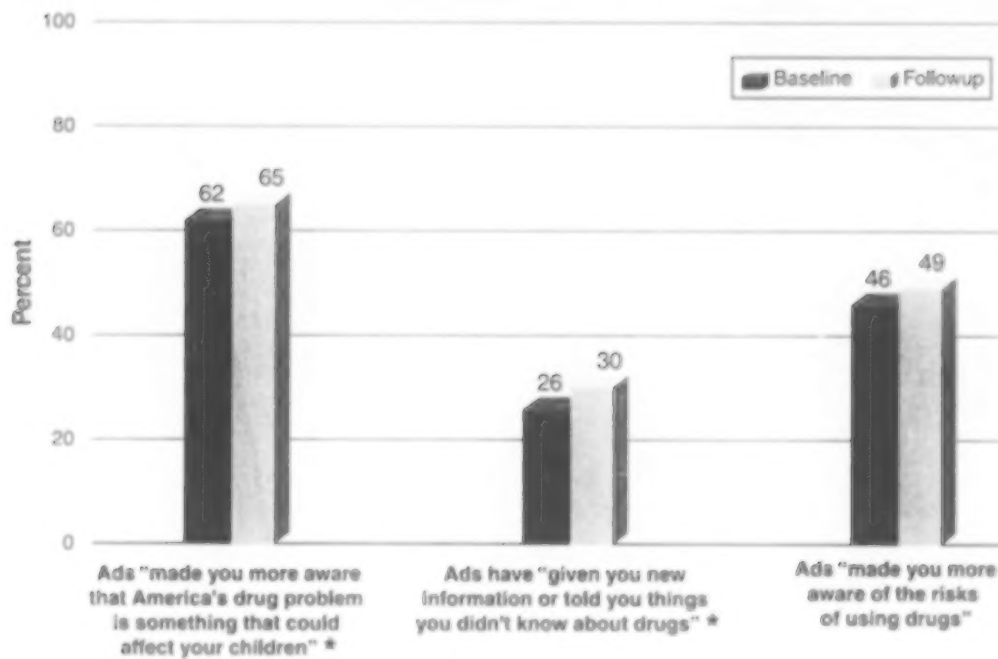


### 3.4 CONCLUSION

The overall results presented in this chapter indicate that change occurred in awareness of paid anti-drug ads. In fact, for the majority of survey ads that respondents were queried about, youth, teens, and parents showed increased awareness from baseline to followup—change that was statistically significant. Furthermore, results were consistent across demographic variables, including race/ethnicity.

The fact that significant changes in other domains also were detected so soon after implementation of the Media Campaign is promising. These early findings help to identify other ways in which the Media Campaign can be expected to have an impact in Phase III.

**Exhibit 3-14**  
**Effectiveness of Ads: Percentage of Parents Saying They "Agree a Lot"**  
**With the Statement . . .**



Note: Percentages are weighted. Parent Question #11.

\*Indicates statistically significant difference in change from baseline to followup; significance is at the 95% confidence level.



## 4. DISCUSSION OF NATIONAL SURVEY RESULTS

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The purpose of this chapter is to examine key survey findings from Phase II of the ONDCP Media Campaign and to include the additional data sources—of media buying information and site visit data—to help inform each of the survey domains, where possible. (A complete listing of media vehicles used in each site visited are presented in Appendix A.) The survey results, presented in Chapter 3 and arranged according to major domains, are supplemented by the key findings gathered from focus group discussions conducted during site visits, which are organized under these same domains. Site visits were made to 12 different cities (as discussed in Chapter 2) to gather qualitative information about the same domains addressed in the survey. This information was collected to provide a more comprehensive and descriptive account of the processes underlying the topic areas of the evaluation. This multi-tiered approach to analyzing and reporting the most salient points gleaned from these information sources allows for a richer understanding of what young people know and believe about drug use, the extent to which the Media Campaign heightened awareness of anti-drug ads, and whether changes in awareness have occurred since the beginning of the Phase II Media Campaign.

Although many of the survey findings that compared results at baseline with those at followup resulted in statistically significant findings at the 95 percent confidence level, there may have been only small net differences between these baseline and followup percentages. For example, 19 percent of teens responded at baseline that there was "great risk" in trying marijuana once or twice, compared with 20 percent of teens who reported this at followup, a statistically significant increase. However, for this study it was decided that it is necessary to have at least a 5 percentage point net difference between baseline and followup percentages in order to achieve practical significance or to conclude that the statistically significant results were meaningful. For example, at baseline, approximately 18 percent of teens recalled seeing the ad *Frying Pan*. At followup, teen recognition increased significantly to nearly 32 percent—a net change of 14 percentage points. It is only those findings with substantial net change of 5 percentage points or more that are considered to have practical significance. In Phase II, change was expected in the awareness of ads, but not necessarily in attitude change, and the data show that awareness of ads was the domain in which most of the results, in a practical sense, were found.

Survey findings in Chapter 3 show that ad awareness increased substantially between baseline and followup in the national sample. The analysis and integration of the data sources indicate that Phase II of the Media Campaign has achieved its intended goal of raising people's awareness of anti-drug messages among youth, teens, and parents.

In addition, youth and teen survey responses to questions regarding perceived effectiveness of anti-drug ads show significant increases in youth and teen knowledge of the risks associated with drug use, and suggest that youth and teens perceive anti-drug ads to have some influence on decisions made by them regarding drug use. Parents, too, were influenced by Media Campaign ads.

Parents responded to survey questions and commented in focus group discussions that anti-drug ads were very informative and gave them a better understanding of the extent of the youth drug problem.

Findings from all sources also indicate an increase in the number of youth and teens who believe that drug use could be harmful. Focus group discussions, which relied on a different methodology from the survey for querying respondents about ads, also suggest an increase in recall of ads between baseline and followup of Phase II for all age groups. This mirrored the survey findings that showed statistically significant increases in the percentage of youth and teens reporting television commercials as a source of information about drugs (an increase from 44 percent of youth at baseline to 52 percent of youth at followup; and an increase from 24 percent of teens at baseline to 29 percent at followup, which is statistically but not practically significant).

Survey data, furthermore, show high levels of teen disapproval of use of a number of drugs by people age 18 and older. The level of disapproval of drug use also increased significantly from baseline to followup for perceptions of how much close friends and parents disapproved of drug use. Survey findings show increases in disapproval of use of all types of drugs, but that intolerance was greatest for drugs such as heroin, methamphetamine, and cocaine/crack, a finding that was consistent with focus group findings. Both survey findings and focus group data show that important sources of information about drugs for youth and teens include: anti-drug commercials; the street; parents; friends; and school programs. Similar findings from both of these sources demonstrate a consistent pattern of sources of information from which youth and teens learn about drugs.

The following chapter is organized into eight sections consisting of (1) awareness of specific Media Campaign ads; (2) perceived effectiveness of anti-drug ads; (3) awareness of risks of drugs; (4) attitudes toward drugs; (5) youth's and teens' intention to use drugs; (6) teens' disapproval of drug use; (7) sources of information about drugs; and (8) parent-child discussions about drugs.

#### 4.1 AWARENESS OF SPECIFIC MEDIA CAMPAIGN ADS

From baseline to followup in the evaluation of Phase II of the Media Campaign, survey findings indicate substantial increases in youth, teen, and parent awareness of ONDCP's paid anti-drug ads. Site visit data support these findings.

##### 4.1.1 Summary of Survey Findings on Awareness of Ads

Survey findings presented below represent findings that have statistical and practical significance in terms of pre-post differences in youth, teen, and parent awareness of paid Media Campaign ads. Findings include the following:

- **Youth**—Awareness of all three Campaign ads included on the survey and targeted at youth—*Long Way Home*, *Girlfriend*, and *Drowning*—increased in a practical sense from baseline to followup: *Long Way Home*: 44 percent to 54

percent; *Girlfriend*: 32 percent to 42 percent; and *Drowning*: 36 percent to 43 percent.

- **Teens**—Awareness of three of the four Campaign ads included on the survey and targeted at teens—*Alex Straight A's*, *Frying Pan*, and *Rite of Passage*—increased in a practical sense from baseline to followup: *Alex Straight A's*: 9 percent to 17 percent; *Frying Pan*: 18 percent to 32 percent; and *Rite of Passage*: 7 percent to 12 percent.
- **Parents**—Awareness of two of the four Campaign ads included on the survey and targeted at parents—*Girl Interview* and *O'Connor*—increased in a practical sense from baseline to followup: *Girl Interview*: 7 percent to 15 percent; and *O'Connor*: 20 percent to 29 percent.

#### 4.1.2 Discussion and Interpretation of Survey Findings

Media buy data (i.e., information on gross rating points (GRPs) for nationally aired television ads) were used to help interpret survey findings on awareness of ads.

Media buy data suggest that high exposure to paid ads throughout Phase II of the Media Campaign contributed to the substantial increase in national awareness of the Campaign's anti-drug messages. During Phase II, Campaign ads were purchased in various media outlets (such as television, radio, and newspapers) with consideration given to ad placement and frequency to ensure that the majority of the target audiences were exposed to the ads. The common indicators of audience exposure to an ad are reach and frequency. As final data on reach and frequency are not yet available, GRPs are used as a proxy for each ad's reach and frequency, with higher GRPs indicating that the ad was reaching a larger percentage of the audience with greater frequency.

The overall communication objective of Phase II was to reach 90 percent of the target audience with four to seven anti-drug messages each week. The Phase II Media Campaign sought to reach 66 percent of the youth target audience with an average of three exposures each week. In order to meet this goal, paid ads needed to achieve a total of 198 GRPs inclusive of all media types. For teens, the goal of the media buying plan was to reach 90 percent of the target audience with four exposures a week (360 GRPs). For parents, the Campaign sought to reach 74 percent of the adult target audience (age 25–54) with an average of 3.5 exposures each week (259 GRPs). Exhibit 4-1 provides estimates of average GRPs for all Campaign ads that aired nationally on network and cable TV.

It is worth noting that oftentimes the ads listed in the survey instruments may not have been those with the greatest reach and frequency. In addition, the GRP data only represent nationally aired television ads. Ads purchased for local broadcasts and other media vehicles are not included. In the absence of total cumulative GRP data achieved for each ad, the findings presented herein on GRP likely understate the impact of paid, well-placed ads on target audience awareness.

### Exhibit 4-1 Phase II Media Campaign GRP National Commercial Activity

| Commercial         | Total Network GRPs |       |       |       | Total Cable GRPs |       |       |       | Total National Delivery GRPs |       |       |       |
|--------------------|--------------------|-------|-------|-------|------------------|-------|-------|-------|------------------------------|-------|-------|-------|
|                    | Spots              | Adult | Teen  | Youth | Spots            | Adult | Teen  | Youth | Spots                        | Adult | Teen  | Youth |
| Adrenaline         | 20                 | 21.8  | 50.5  | 54.8  | 194              | 32.3  | 77.8  | 78.0  | 214                          | 54.1  | 128.3 | 132.8 |
| Alex Straight A's  | 29                 | 67.1  | 99.4  | 103.6 | 228              | 37.9  | 91.4  | 91.7  | 257                          | 105.0 | 190.8 | 195.3 |
| Any Way You Can    | 37                 | 173.4 | 110.5 | 102.1 | 84               | 14.0  | 33.7  | 33.8  | 121                          | 187.4 | 144.2 | 135.9 |
| April/Shallow Love | 6                  | 17.1  | 30.4  | 29.7  | 37               | 6.2   | 14.8  | 14.9  | 43                           | 23.3  | 45.2  | 44.6  |
| Average Kid        | 24                 | 21.0  | 46.6  | 59.8  | 45               | 7.5   | 18.0  | 18.1  | 69                           | 28.5  | 64.6  | 77.9  |
| Brothers           | 1                  | 0.4   | 1.2   | 2.2   | 20               | 3.3   | 8.0   | 8.0   | 21                           | 3.7   | 9.2   | 10.2  |
| Burbs              | 24                 | 66.9  | 44.8  | 42.7  | 79               | 13.1  | 31.7  | 31.8  | 103                          | 80.0  | 76.5  | 74.5  |
| Cafeteria          | 4                  | 4.7   | 9.1   | 12.3  | 20               | 3.3   | 8.0   | 8.0   | 24                           | 8.0   | 17.1  | 20.3  |
| Car                | 13                 | 57.0  | 30.9  | 28.7  | 6                | 1.0   | 2.4   | 2.4   | 19                           | 58.0  | 33.3  | 31.1  |
| Ceiling Tiles      | 5                  | 12.4  | 19.4  | 16.5  | 147              | 24.4  | 58.9  | 59.1  | 152                          | 36.8  | 78.3  | 75.6  |
| Chuck D            | 8                  | 9.8   | 28.7  | 24.9  | 14               | 2.3   | 5.6   | 5.6   | 22                           | 12.1  | 34.3  | 30.5  |
| Deal               | 1                  | 2.5   | 1.7   | 1.8   | 0                | 0.0   | 0.0   | 0.0   | 1                            | 2.5   | 1.7   | 1.8   |
| Drowning           | 6                  | 25.5  | 20.6  | 17.9  | 142              | 23.6  | 56.9  | 57.1  | 148                          | 49.1  | 77.5  | 75.0  |
| Everclear          | 21                 | 35.7  | 64.8  | 62.6  | 250              | 41.6  | 100.2 | 100.5 | 271                          | 77.3  | 165.0 | 163.1 |
| Express Yourself   | 3                  | 5.1   | 10.3  | 10.4  | 2                | 0.3   | 0.8   | 0.8   | 5                            | 5.4   | 11.1  | 11.2  |
| Frying Pan         | 31                 | 113.8 | 95.5  | 73.5  | 43               | 7.2   | 17.2  | 17.3  | 74                           | 121.0 | 112.7 | 90.8  |
| Girl Interview     | 38                 | 144.9 | 121.6 | 133.8 | 19               | 3.2   | 7.6   | 7.6   | 57                           | 148.1 | 129.2 | 141.4 |
| Girlfriend         | 0                  | 0.0   | 0.0   | 0.0   | 51               | 8.5   | 20.4  | 20.5  | 51                           | 8.5   | 20.4  | 20.5  |
| House              | 4                  | 10.9  | 5.9   | 6.0   | 11               | 1.8   | 4.4   | 4.4   | 15                           | 12.7  | 10.3  | 10.4  |
| I'm Free           | 19                 | 17.5  | 35.2  | 37.8  | 199              | 33.1  | 79.8  | 80.0  | 218                          | 50.6  | 115.0 | 117.8 |
| Jason/Mom          | 4                  | 3.3   | 11.4  | 9.1   | 88               | 14.6  | 35.3  | 35.4  | 92                           | 17.9  | 46.7  | 44.5  |
| Kitchen            | 33                 | 152.5 | 92.7  | 79.9  | 127              | 21.1  | 50.9  | 51.1  | 160                          | 173.6 | 143.6 | 131.0 |
| Lauryn Hill        | 0                  | 0.0   | 0.0   | 0.0   | 9                | 1.5   | 3.6   | 3.6   | 9                            | 1.5   | 3.6   | 3.6   |
| Layla              | 18                 | 24.2  | 55.6  | 50.5  | 35               | 5.9   | 14.0  | 14.1  | 53                           | 30.1  | 69.6  | 64.6  |
| Lightbulb          | 1                  | 0.7   | 0.5   | 0.3   | 0                | 0.0   | 0.0   | 0.0   | 1                            | 0.7   | 0.5   | 0.3   |
| Long Way Home      | 10                 | 5.2   | 14.4  | 24.2  | 15               | 2.5   | 6.0   | 6.0   | 25                           | 7.7   | 20.4  | 30.2  |
| Meredith Brooks    | 19                 | 47.3  | 54.7  | 45.2  | 27               | 4.5   | 10.8  | 10.9  | 46                           | 51.8  | 65.5  | 56.1  |
| Moment of Truth    | 24                 | 37.5  | 59.9  | 84.0  | 19               | 3.2   | 7.6   | 7.6   | 43                           | 40.7  | 67.5  | 91.6  |
| My Reward          | 23                 | 127.3 | 59.2  | 48.1  | 92               | 15.3  | 36.9  | 37.0  | 115                          | 142.6 | 96.1  | 85.1  |
| Needle             | 0                  | 0.0   | 0.0   | 0.0   | 1                | 0.2   | 0.4   | 0.4   | 1                            | 0.2   | 0.4   | 0.4   |
| O'Connor           | 30                 | 104.1 | 60.9  | 59.4  | 140              | 23.3  | 56.1  | 56.3  | 170                          | 127.4 | 117.0 | 115.7 |
| Perfect Age        | 4                  | 26.9  | 21.2  | 20.7  | 0                | 0.0   | 0.0   | 0.0   | 4                            | 26.9  | 21.2  | 20.7  |
| Play by Play       | 8                  | 8.9   | 11.5  | 20.0  | 28               | 4.7   | 11.2  | 11.3  | 36                           | 13.6  | 22.7  | 31.3  |
| Rite of Passage    | 12                 | 10.5  | 34.2  | 30.9  | 34               | 5.7   | 13.6  | 13.7  | 46                           | 16.2  | 47.8  | 44.6  |
| Rob Never Be Me    | 6                  | 12.0  | 20.0  | 23.0  | 35               | 5.8   | 14.0  | 14.1  | 41                           | 17.8  | 34.0  | 37.1  |
| Spoon Feeding      | 2                  | 8.5   | 5.8   | 4.4   | 1                | 0.2   | 0.4   | 0.4   | 3                            | 8.7   | 6.2   | 4.8   |
| Teeth              | 0                  | 0.0   | 0.0   | 0.0   | 29               | 4.8   | 11.6  | 11.7  | 29                           | 4.8   | 11.6  | 11.7  |
| Under Your Nose    | 15                 | 58.4  | 34.5  | 30.4  | 44               | 7.3   | 17.6  | 17.7  | 59                           | 65.7  | 52.1  | 48.1  |
| What I Need        | 0                  | 0.0   | 0.0   | 0.0   | 8                | 1.3   | 3.2   | 3.2   | 8                            | 1.3   | 3.2   | 3.2   |

Source: Bates USA. The above data are estimated "as delivered" television media activity for the period July–November 1998 as of April 22, 1999.

Following Phase II of the Media Campaign, significantly more youth, teens, and parents reported seeing paid Campaign TV ads. Of the 11 paid ads included in the survey instruments, significant increases in awareness were found for all but one ad.

Among youth, survey findings indicate that awareness of the three paid Campaign ads included in the survey instrument—*Drowning*, *Girlfriend*, and *Long Way Home*—increased significantly from baseline to followup. The percent increases in recall of the Campaign ads, all of which have practical significance, are as follows: *Drowning* (36% at baseline to 43% at followup), *Girlfriend* (32% at baseline to 42% at followup) and *Long Way Home* (44% at baseline to 54% at followup).



As stated previously, the Phase II Media Campaign sought to reach 66 percent of the youth target audience with an average of three exposures each week. In order to meet this goal, paid ads needed to achieve 198 GRPs through all media types. According to media buy information, *Drowning* aired 148 times on national network and cable TV during Phase II to achieve 75.0 GRPs for the youth target audience. *Girlfriend* aired nationally as a paid ad 51 times for 20.5 GRPs and *Long Way Home*, 25 times for 30.2 GRPs. Although the GRPs for these paid ads were lower than the targeted level of exposure, awareness of the ads still increased significantly. It is likely that increases in awareness of *Drowning*, *Girlfriend*, and *Long Way Home* would be even greater with higher GRPs for these ads.

Among teens, survey data show significant increases from baseline to followup in teen recall of all four paid Campaign ads included in the survey—*Alex Straight A's*, *Frying Pan*, *Layla*, and *Rite of Passage*. Furthermore, changes in awareness for three of the four paid Campaign ads have practical significance (*Alex Straight A's*, *Frying Pan*, and *Rite of Passage*). Recognition of the ad *Alex Straight A's* rose from less than 9 percent at baseline to nearly 17 percent at followup. During Phase II, teen recall of *Frying Pan* and *Rite of Passage* increased from 18 percent to 32 percent, and from 7 percent to 12 percent, respectively. With respect to the ad *Layla*, awareness levels increased from 7 percent at baseline to 9 percent at followup. As indicated in Exhibit 4-1, these two ads had much lower GRPs than *Alex Straight A's* and *Frying Pan*, which showed much higher levels of awareness.

For teens, the goal of the media buying plan was to reach 90 percent of the target audience with four exposures a week through the entire paid component of the Campaign. A total of 360 GRPs was necessary to achieve this objective. Media buy data indicate that the two teen-targeted Campaign ads with the greatest increases in awareness also achieved the highest exposure rates among the ads surveyed. *Alex Straight A's* aired 257 times nationally in Phase II for 190.8 GRPs. *Frying Pan* aired 74 times during the same period for 112.7 GRPs.

Of the four Campaign ads targeted at parents, survey data indicate significant increases in awareness with respect to three of the ads—*Girl Interview*, *O'Connor*, and *Under Your Nose*—from baseline to followup. Changes in awareness for two of the parent-targeted ads (*Girl Interview* and *O'Connor*) also have practical significance. Recognition of *Girl Interview* and *O'Connor* increased from 7 percent to 15 percent, and from 20 percent to 29 percent, respectively in Phase II. The percentage of parents that reported seeing the ad *Under Your Nose* “often” increased from 8 percent at baseline to 12 percent at followup.

The Campaign sought to reach 74 percent of the parent target audience with an average of 3.5 exposures each week. A total of 259 GRPs were required to meet this goal, using all media outlets. According to the media buy data, *Girl Interview* was scheduled to air 57 times during the intervention to achieve 148.1 GRPs. *O'Connor* aired nationally as a paid ad 170 times for 127.4 GRPs and *Under Your Nose*, 59 times for 65.7 GRPs.



Although the GRPs reported above for specific paid ads are low in comparison to the GRPs required to reach the goals for each target audience, it is important to remember that GRP data are only available for nationally televised ads. The intent of the Campaign was to use many media vehicles (other than just national network and cable TV) to raise awareness of anti-drug messages among youth, teens, and parents. The audience exposure achieved through these additional media outlets (such as radio, newspaper, and magazines) are not captured by the available GRP data.

#### 4.1.3 Awareness of Ads: Information Learned Through Site Visits

Additional understanding about ad awareness was gleaned from the site visit data. Focus groups were conducted during site visits with 4th–6th graders, 7th–9th graders, 10th–12th graders and parents. Baseline and followup site visits were made to 12 communities: Denver CO, Portland OR, San Diego CA, and Washington DC, Birmingham AL and Dallas TX, Bear Lake ID, Boston MA, Charleston WV, Cleveland OH, Des Moines IA, and Miami FL.

As discussed in Chapter 2, unaided recall of Media Campaign ads was used as a method in focus group discussions to determine awareness of ads. Unaided recall refers to when focus group participants were asked to recall any anti-drug ads they had seen without being given descriptions of specific ads. Patterns of unaided recall in focus group discussions are reported because they provide an important source of information about Phase II Media Campaign ads that were seen by youth, teens, and parents but which were not addressed in the national survey.

Unaided recall by focus group participants of all ages was most frequent for *Frying Pan*, mentioned in all 12 sites visited. Other ads with high levels of unaided recall in focus group discussions included *Moment of Truth* and *Long Way Home*, each mentioned in nine sites, and *Any Way You Can* (new Phase II ad), mentioned in eight sites.

Unaided recall of specific Media Campaign ads varied between age groups. Unaided recall of *Frying Pan* occurred more often than for any other Media Campaign ad for both 7th–12th grade and parent focus group participants in all 12 sites visited. Although unaided recall of Media Campaign ads among 4th–6th grade focus group participants in all 12 sites occurred most often for *Moment of Truth*, it occurred second most often among this age group for *Frying Pan* (even though *Frying Pan* was not targeted to youth).

Unaided recall by 4th–6th grade focus group participants in all 12 sites visited was most frequent for the following Media Campaign ads: *Moment of Truth*, mentioned in six sites; *Frying Pan*, mentioned in five sites; and *Average Kid*, *Layla*, and *Play By Play* (new Phase II ad), each mentioned in four sites. Site level GRP data that incorporates local TV buys and national network and cable TV exposure to these ads supports these findings.

Four of the five ads 4th–6th grade focus group participants most frequently mentioned (*Average Kid*, *Layla*, *Moment of Truth*, and *Play By Play*, a new Phase II ad) were Phase II ads which were not included in the survey. This site visit finding demonstrates that youth were seeing a variety of Phase II ads, and not just those that they were queried about in the national survey. Finally, unaided recall of *Moment of Truth* among 4th–6th graders occurred in two sites at Phase II baseline, while this figure climbed to six sites at followup. Site visit data indicate that while some Phase II ads (e.g., *Average Kid*, *Layla*, and *Moment of Truth*) were never or rarely mentioned during baseline focus groups, they were discussed by 4th–6th graders at a number of sites after the Phase II intervention.

Unaided recall among 7th–12th grade focus group participants in all 12 sites visited was most frequent for the following Media Campaign ads: *Frying Pan*, mentioned in 11 sites; *Long Way Home*, mentioned in eight sites; *Moment of Truth*, mentioned in seven sites; *Alex Straight A's*, mentioned in six sites; and *Any Way You Can* (new Phase II ad), mentioned in four sites.

Two of the ads included in the survey of 7th–12th graders were also among those most frequently mentioned in focus group discussions. The remaining Phase II ads most frequently mentioned by 7th–12th grade focus group participants (*Any Way You Can*, a new Phase II ad, and *Moment of Truth*) are ads that they were not included in the survey. Finally, unaided recall of *Frying Pan* occurred in five sites (Denver, Portland, San Diego, Washington, and Miami) at Phase II baseline, while this figure more than doubled to 11 sites (Denver, Portland, Washington, Birmingham, Dallas, Bear Lake, Boston, Charleston, Cleveland, Des Moines, and Miami) at followup. Site visit data indicate that while some Phase II ads (e.g., *Frying Pan*, *Long Way Home*, *Moment of Truth*, and *Any Way You Can*) were never or rarely mentioned during baseline focus groups, they were discussed by 7th–12th graders at followup.

Unaided recall by parent focus group participants at followup in all 12 sites visited was most frequent for the following Media Campaign ads: *Frying Pan*, mentioned in nine sites; *Any Way You Can* (new Phase II ad), mentioned in five sites; *Car* (new Phase II ad) and *Long Way Home*, each mentioned in four sites. All four ads that parents most frequently mentioned in focus group discussions were not included in the survey of parents, indicating that parents were seeing more Phase II ads than only those that were part of the national survey and were seeing many of the ads targeting teens and youth. Finally, *Any Way You Can* (new Phase II ad) was not mentioned in any of the Phase II baseline focus groups, but it was discussed in five sites (Denver, Birmingham, Bear Lake, Charleston, and Miami) at followup.

In conclusion, site visit patterns of unaided recall of Media Campaign ads through focus groups demonstrate that youth, teens, and parents were aware of the Phase II ads and were able to recall many of the new Phase II ads that had not been part of the national survey questions on ad awareness. Unaided recall by focus group participants of new Phase II ads, such as *Any Way You Can*, *Car*, and *Play By Play*, as well as other Phase II ads that were in the national survey,

provide an indication that people were paying attention to the Phase II Media Campaign.

## 4.2 PERCEIVED EFFECTIVENESS OF ANTI-DRUG ADS

### 4.2.1 Summary of Survey Findings on Perceived Effectiveness of Anti-Drug Ads

Survey findings presented below represent findings that have both statistical and practical significance with regard to pre-post differences in the percentage of youth, teen, and parent reporting that anti-drug ads were effective.

- **Youth**—Pre-post differences in survey data show increases that have practical significance with regard to two statements to which youth agreed.
  - “TV ads or commercials tell you something you didn’t know about drugs.” The percentage of youth that agreed with this statement increased from 59 percent at baseline to 64 percent at followup; and
  - “TV ads or commercials make you stay away from drugs.” The percentage of youth that agreed with this statement increased significantly from 61 percent at baseline to 69 percent at followup.
- **Teens**—Pre-post differences in survey data show increases that have practical significance with regard to two ads that youth reported “made them less likely to try or use drugs.”
  - From baseline to followup, the percentage of teens that “agreed a lot” that the ad *Frying Pan* “made them less likely to try or use drugs” increased from 23 percent to 36 percent.
  - From baseline to followup, the percentage of teens that “agreed a lot” that the ad *Alex Straight A’s* “made them less likely to try or use drugs” increased from 12 percent to 19 percent.
  - From baseline to followup, the percentage of teens that “agreed a lot” that the ad *Rite of Passage* “made them less likely to try or use drugs” increased from 10 percent to 16 percent.
- **Parents**—Although pre-post differences in survey data show increases in the percentage of parents reporting that “TV ads made them more aware of the risks in using drugs,” “gave them new information or told them things they didn’t already know about drugs,” and “made them aware that America’s drug problem is something that could affect their children,” the increases were not found to have practical significance.

#### 4.2.2 Discussion and Interpretation of Survey Findings

Survey data strongly suggest that the Phase II Media Campaign has been effective for youth, teen, and parents. For example, by followup, youth, teens, and parents identified specific paid ads as effective vehicles in delivering anti-drug messages, educating audiences on the risks involved in using drugs, and providing tools to help them remain drug-free. In fact, from baseline to followup, there was an increase of approximately 6 to 12 percent in the percentage of youth reporting that the ads told them "something they didn't already know about drugs", made them "stay away from drugs", and made them "more aware of how dangerous drugs were." In addition, there was a decrease of approximately 12 percent among those that report that the ads "tell lies about how dangerous drugs are."

The Media Campaign had similarly positive effects on teens and parents. The effect on teens is clearly demonstrated by the significant increases from baseline to followup of approximately 32 to 59 percent of teens that "agreed a lot" that the ads made them "less likely to try or use drugs." The positive effect on parents is indicated by the 4 to 15 percent increase in parents responding that commercials or ads made them "more aware of the risks of using drugs", gave them "new information or told them things that you didn't know about drugs", and made them "more aware that Americas drug problem is something that could affect your children."

#### 4.2.3 Effectiveness of Ads: Information Learned Through Site Visits

While the survey data for youth, teens, and parents provided information about perceived effectiveness of a sampling of Media Campaign ads, site visit data also provide information regarding new Phase II ads noted in Section 4.1. This section summarizes the perceived effectiveness of the Phase II ads, and of anti-drug ads in general, as noted by youth, teens, and parents during focus group discussions.

Similar to the findings during Phase I, most elementary school youth (4th–6th graders) reported that the Phase II ads could be effective in informing their peers about the existence of drugs as well as the dangers of drug use. They see the ads as a "good idea" (Des Moines) and that the ads "encourage [youth] not to do [drugs]" (Washington). The ads influence youth because "kids are very impressionable," and the ads, "...grab the attention of kids through TV and children believe what they see" (Miami). Youth are familiar with the main slogans of the Media Campaign ads (San Diego). According to one youth, the message of the ads is, "Don't do drugs, drugs will ruin your brain cells, drugs will waste your life" (Denver). "If you were going to start [using drugs], you wouldn't want to do it" was the message noted by a 4th–6th grade youth in a Charleston focus group.

Regarding the content of the ads, 4th–6th grades youth noted that the ads are "funny," "impacting," and "scary." One focus group participant stated that *Average Kid* is effective because it is "scientific" and "uses kids" (Des Moines). This young person also noted that he can relate to the commercials because he already has had to resist offers to buy drugs.



Regarding youth who already are experimenting with drugs, many of the 4th–6th grade focus group participants noted that anti-drug ads, in general, may not be as effective with young people who have used drugs compared with youth who had not yet tried drugs. Anti-drug ads are not effective for those who already think drugs are “cool” (Portland) or who are already “hooked” (Washington). “Smart kids will get something out of anti-drug ads, and bad kids might not,” according to a 4th–6th grader in Birmingham.

Few 7th–9th graders reported that they believed anti-drug ads in general are helping youth and teens stay away from drugs: Parents “have more influence on whether or not kids use drugs than ads” (Birmingham). Anti-drug ads “have little effect” (Dallas), “are stupid” (Denver), and they may encourage youth to sell drugs “when they show guys selling drugs with gold chains and cell phones and stuff” (Charleston 7th–9th grader), although respondents were not specific about any particular ad. Some youth reported, however, that the Media Campaign might influence those who had not yet tried drugs or developed a habit of use (Cleveland) and “make me think about drugs” (Des Moines). Some perceive the ads as more effective for younger children (Washington, Portland, and Miami).

Regarding content, some of the focus group participants said that many anti-drug ads “do not portray what happens in ‘real life’,” “because youth who are approached with drugs and refuse them are not “let go” as easily as is depicted in ads such as *Play by Play* (Washington). One youth explained that he liked *Everclear* because it uses music that young people like and has actual group members reflecting on their experiences with drugs. Another youth recalled the slogan of *Teeth*, and reported talking with his parents about the ad (San Diego). New ads (Phase II) are seen as improvements over previous ads (Cleveland), presumably referring to PSA’s that were already airing in this site at baseline.

As was found during Phase I of the Media Campaign, many high school students (10th–12th graders) in Phase II focus groups agreed with their junior high school counterparts that anti-drug ads are effective primarily with younger children, but not with adolescents (Bear Lake, Cleveland, and Miami). However, the Phase II ads are seen as effective for some in that they “clarify the possibly fatal consequences of drug use” (Washington) and “remind [youth] of the negative consequences of drug use” (Portland).

High school students recalled more ads by name than elementary and middle school youth, citing *Car* as an ad “important to see when growing up,” reinforcing the message youth hear from parents, despite the fact that it makes youth “feel uncomfortable” (Dallas); *Cleaner Girl* as “one of the better ads,” because youth are interested in learning more about the consequences of methamphetamine use (Bear Lake); and *Moment of Truth*, which one 10th–12th grader cited as one of the reasons she does not go to house parties (Birmingham). The new (Phase II) ads are seen as more graphic and interesting than previous ads (Des Moines), although some of them are in black in white rather than the preferred color ads (Birmingham).



For parents, focus group discussions following the Phase II intervention resulted in even higher levels of awareness of anti-drug ads. For example, the Media Campaign ads increased parents' awareness of the drug problem and/or provided opportunities to talk with their children about drugs (Dallas, Birmingham, Des Moines, San Diego, Washington, and Portland parents). Ads such as *Kitchen* and *Any Way You Can* have the potential to "increase awareness of the risks and dangers of drugs among young children and give parents an opportunity to initiate conversations about drugs with their children" (Birmingham); *Play by Play* and *Teeth* are meaningful in "providing opportunities to speak with their children about drugs" (Washington); and *Brothers*, *Car*, and *Kitchen* are a "wake-up call" to parents with younger children who might be thinking that their children are not old enough to need to know about the dangers of drugs (Portland).

There was less agreement among parents with regard to their perception of why some ads are effective with youth. Some parents see the ads as effective for young children because children watch a lot of television (Cleveland), other parents think children are impressionable enough to listen to the ads' messages (Miami), and that ads counteract "what kids see and watch on television" (San Diego). Other parents say young people are encouraged by the ads to ask questions about drugs at home (Portland). Several parents noted that the Media Campaign efforts are only a part of the drug prevention process; funds should be steered toward law enforcement and community and school activities (Dallas and Birmingham). Some parents feel that peers have more influence on teens than anti-drug ads (Birmingham) and are not sure if children and youth are noticing the ads (Des Moines and Miami).

#### **4.2.3.1 Recommendations for Improving Anti-Drug Ads**

Focus group participants offered a number of recommendations for improving the ads (e.g., popular rap music celebrities), as was reported during Phase I. While few elementary school students provided suggestions, other than their favoring "cartoon-like ads," older youth and parents noted the following:

- 7th to 9th grade adolescents recommended using "cool rappers" in ads, idols that "kids look up to" (Dallas), role models and "real people" (Des Moines), and "kids their age who had been through [problems with drug use]" (Portland). "Ads should portray the 'real stuff,' such as how skinny a crack-head can get" (Charleston) and "show the personal consequences of using drugs" (Washington). The ads should be more graphic (Miami); more "catchy, intense, and shocking" (Portland); and be updated more frequently (Portland). "Very scary" and "very humorous" ads are best, while "somewhere in the middle" is not effective (Portland). One adolescent noted that using actors in anti-drug ads who also appear in non-drug related commercials negates the seriousness of the anti-drug ads (Portland). A focus group participant suggested that more ads be placed on the radio, as "kids listen to the radio but change the channel on TV when the ads come on" (Denver).
- Many high school students also favor using "real people" in ads, including addicts (Des Moines, Charleston, and Portland), and some cautioned against

using sports stars who, sooner or later, "end up doing drugs" (Boston). Ads should be noisier, funnier, more colorful, and address drugs "youth can relate to, like 'speed', in order to be effective" (Birmingham). One teenager noted that ads that target "heavier drugs" are more likely to be effective than anti-marijuana ads, which youth dismiss as "unrealistic" (Cleveland). A focus group participant suggested that anti-drug messages be embedded in popular television shows (Washington), and another recommended showing more anti-drug commercials on MTV (Miami).

- Parents requested that ads address what drugs look like, the symptoms of drug use in children and youth, and ways to talk to children who are not open to discussing drugs with parents (Birmingham). One parent agreed with the high school suggestion for using "real people" in anti-drug ads, but favored the use of sports figures (Portland); conversely, a Boston parent noted that "professional athletes could be bad examples to use in the ads."

### 4.3 AWARENESS OF RISKS OF DRUGS

#### 4.3.1 Summary of Survey Findings on Awareness of Risks of Drugs

At baseline, survey data for youth, teens, and parents indicate extremely high levels of awareness of the risks involved in using drugs. Consequently, pre-post differences showed limited change in the percentage of youth, teens, and parents that reported great risk in using marijuana, cocaine/crack, heroin, and methamphetamine.

- **Youth**—At baseline and followup, the percentage of youth who reported that "using inhalants, heroin, crack, cocaine, and marijuana is dangerous and [they] should never be used" remained high, ranging from 53 percent to 81 percent.
- **Teens**—At baseline and followup, the percentage of teens reporting great risks in regularly using marijuana, methamphetamine, cocaine/crack, and heroin remained high, ranging from 63 percent to 82 percent.
- **Parents**—At baseline and followup, the percentage of parents reporting great risks in regularly using marijuana, methamphetamine, inhalants, cocaine/crack, and heroin remained high, ranging from 82 percent to 92 percent.

#### 4.3.2 Discussion and Interpretation of Survey Findings

Although, from baseline to followup, survey data indicate limited increases in the percentage of youth, teens, and parents reporting risks in using drugs, it is important to note that, at baseline, youth, teens, and parents already reported extremely high levels of risk involved in using drugs. In fact, at baseline between 59 and 83 percent of youth reported that marijuana, cocaine, crack, inhalants, and heroin were "very dangerous." Likewise, at baseline, between 63 and 82 percent

of teens reported "great risk" in regularly using marijuana, cocaine/crack, and heroin. Lastly, an even higher percentage of parents, between 82 and 92 percent, reported "great risk in using drugs."

By followup, survey data show increases of between 5 and 15 percent of youth reporting that "using beer or cigarettes is very dangerous." Also by followup, survey data indicate approximately a 9 percent increase in teens reporting "great risk in trying marijuana once or twice." In addition, survey data indicate nearly a 5 percent increase in those reporting that commercials or ads made parents "more aware of the risks of using drugs." For example, there was a 2 percent increase in the percentage of parents reporting "great risk in using methamphetamine." While not of practical significance, this finding indicates a shift in the anticipated direction.

#### **4.3.3 Awareness of Risks of Drugs: Information Learned Through Site Visits**

Youth and teens across all sites reported being aware of the risks associated with drug use. The youngest focus group participants universally agreed that drugs are dangerous and that "bad things happen when you use drugs" (Bear Lake). Youth from all focus groups noted that they received information on the risks associated with drug use from many sources, including school programming, D.A.R.E., teachers and counselors, parents, peers, media, neighborhood exposure, or personal use (chiefly among the 10th–12th graders). Youth respondents noted that teachers and health counselors were more apt to provide them with in-depth knowledge of the perils associated with drug use, such as what it could do to their bodies, lives, and families, whereas parents were more likely to simply tell their children not to do drugs because drugs are bad.

Youth and teens from most sites were able to cite several negative effects that occur to the bodies of a drug users, although younger group members shared almost no distinguishing perceptions of negative effects between use of tobacco, alcohol, and illicit drugs. For example, 4th–6th grade youth from Charleston reported that teachers explained that drugs can cause liver cancer and other health problems, and that a popular television show highlighted the use of the nicotine patch during a recent episode. Participants from both the 4th–6th and 7th–9th grade focus groups at several sites also commented on their personal observations of the ill effects of drug use from witnessing use within both their families and neighborhoods (Birmingham, Des Moines, and Denver), or from stories carried in the news (Boston and Des Moines).

Older teens as well were knowledgeable regarding the anti-drug messages they have received. Focus group findings indicate, however, that 10th–12th grade youth make distinctions between drugs in regard to their potential danger (Des Moines, Dallas, Boston, Birmingham, Cleveland, Miami, and Charleston). For example, teens in Dallas, Boston, and Birmingham described alcohol, tobacco, and marijuana as relatively harmless substances in focus group discussions.

Several factors might explain why older teens in particular would hold these views. First, 10th–12th grade youth often reported seeing no ill effects from the alcohol, tobacco, or drug use they either personally experienced or witnessed others partake of. This view was also expressed by parents who either have their own histories of substance use (Des Moines and Portland) or believe that the negative consequences associated with certain drugs are acceptably low (Boston and Des Moines).

Secondly, older teens appear to believe that they are immune to the dangers of drug use. Because the effects of drug use may not be evident in users for a substantial period of time, teens might believe that drug use is in fact harmless. Moreover, teens participating in 10th–12th grade focus groups commented that the most effective ads and other anti-drug illustrations or presentations they have been exposed to are those depicting hardcore addicts or alarming real-life examples of the negative effects of drug use.

The increased freedoms most youth gain as they mature, including working, socializing with friends, and generally finding themselves in unsupervised situations, coupled with the easy access and affordability of many drugs result in greater exposure to drugs and pressures to experiment with drugs. Central city 10th–12th grade focus group teens from Birmingham reported that “older teens just chose to do drugs to take the pain away” and that whether kids are aware of the consequences of drug use, many do not know alternative ways to ease the pain they feel. Teens also noted that youth experiment with drugs in social situations to “fit in” and be accepted (Boston and Charleston), or to satisfy a personal desire to experience something for themselves in order to believe it is true (Miami). For example, in South Boston, alcohol is viewed as a rite of passage for most adolescents.

Additionally, most youth, teen and adult focus group participants report that conflicting messages in the media make efforts to instill youth, especially older teens, with anti-drug beliefs much more difficult (Washington, Des Moines, Dallas, Charleston, Bear Lake, and Cleveland). Only in Miami did older teens (10th–12th graders) state that television and movies had helped to educate them of the potentially negative effects of drug use. In other areas, parents and teens themselves recalled examples of mixed or hypocritical messages about drugs and adolescent drug use from a culture youth perceive as ambivalent, at best, about youth and teen drug use. Movies, television programs, music, and magazines all were mentioned as portraying tolerant, humorous, or even glorifying attitudes toward drug and alcohol use. Although the 10th–12th grade focus group youth participants from Washington noted that their peers had a stronger influence on their decision to use drugs than did anti-drug commercials, they still suggested the need to embed anti-drug messages in popular television shows to counter the present tendency they see in the media that glorifies drug use and trafficking.

Parent focus group participants from Birmingham agree and state that television programming glamorizes drugs, sex, and violence to such an extent that it negates any potential effectiveness of anti-drug commercials. Parents and prevention



specialists indicated that such mixed messages must be minimized or eliminated before youth can begin to believe in the credibility of anti-drug messages.

Teens from several sites reported that Media Campaign anti-drug ads increased their awareness of the dangers of doing drugs. Portland 7th–9th grade focus group participants stated that the ads make people their age think about the realities and consequences of using drugs. Their peer group from Washington agreed, stating they were impressed with the messages of most anti-drug ads from the Media Campaign that taught them that drugs could cause loss of health, friends, family, and jobs. They commented that “the brain goes crazy on drugs” and that they “don’t want to end up like that” (Washington 7th–9th graders).

Dallas youth from both the 4th–6th and 7th–9th grade focus groups stated that the Media Campaign ads illustrated the dangers associated with particular drug use in a way that either educated them or reinforced their knowledge. As one member of the 4th–6th grade focus group mentioned, although he did not know that *Drowning* was an inhalant ad, he simply reported that it “was like drugs flood your life” (Dallas). Teens from this area in a 10th–12th grade focus group also reported that the anti-drug messages they had seen on TV were especially important when they were growing up because they served to reinforce the message they heard from parents and saw firsthand in their neighborhoods (i.e., in central city).

#### **4.4 ATTITUDES TOWARD DRUGS**

##### **4.4.1 Summary of Survey Findings on Attitudes Toward Drugs**

At baseline, survey data for youth and teens often indicated high levels of disapproval towards drugs. Consequently, pre-post differences showed limited change in the percentage of youth and teens that reported disapproval of drug use.

- **Youth**—From baseline to followup, the percentage of youth that reported that they “agree a lot that using drugs is dangerous” remained high and constant at 87 percent. Also, the percentage of youth that indicated they “don’t want to hang around people who use drugs” remained high, ranging from 75 percent to 76 percent.
- **Teens**—From baseline to followup, the percentage of youth that reported disapproval of drugs use increased at statistically significant levels for 12 of the 15 statements. Although not of practical significance, these increases in disapproval illustrate positive changes in attitude from baseline to followup.

##### **4.4.2 Discussion and Interpretation of Survey Findings**

At baseline, survey data show that a majority of youth, teens, and parents had negative attitudes towards drugs. By followup, an even higher percentage reported such attitudes, suggesting that the media Campaign affected youth, teen, and parent attitudes towards drugs. For example, at followup, there was a 4 percent



increase in youth reporting that they were "scared of taking drugs", and a nearly 3 percent increase in youth reporting that "things you sniff or huff to get high can kill you." While these percentages are statistically significant, they do not have practical significance. However, they indicate attitudinal shifts in the right direction and occurred during a relatively short timeframe.

Increasingly negative attitudes toward drug use were even more pronounced among teens. By followup, the percentage of teens reporting that drugs scared them increased by 3 percentage points. Survey data also suggest that the Campaign contributed to teens' positive decision-making skills, as there was an increase of 4 percentage points in teens reporting that they "don't want to hang around anyone who uses marijuana." From baseline to followup, survey data further show significant increases in the percentage of teens reporting negative outcomes related to using marijuana. Moreover, survey data suggest that the Media Campaign opened channels of communication between teens, indicated by the increase in teens who indicated that they "would try to talk a friend out of using drugs."

From baseline to followup, survey data show little change with regard to parents' attitudes toward drugs. In fact, the data indicate that a majority of parents (between 82% and 86%) at baseline already felt that their children were aware of "exactly how [they] feel about [their children] using drugs", and that they had "clear, stated, and specific rules for drug use." Survey data further show that the overwhelming majority of parents agree that marijuana and inhalant use among children is harmful. Lastly, survey data suggest that the Media campaign contributed to the fact that, at followup, there was an increase (2 percentage points) in parents who responded that they "have all the skills and information [needed] to help [their] child avoid drugs."

#### **4.4.3 Attitudes Toward Drugs: Information Learned Through Site Visits**

Focus group discussions revealed some of the interesting factors influencing the attitudes held by youth and teens toward drugs. Students in most of the sites visited indicated that they had recently been exposed to anti-drug education programs in school or in community-based organizations. This recent exposure to drug education programming could have helped reinforce their anti-drug attitudes.

Discussions with focus group participants indicated that most youth believe that they are acutely aware of the characteristics and patterns of the local drug scene, including which persons use drugs, where drugs are used, and which types of drugs are being used. Teens participating in focus groups in Cleveland, for example, reported that most 10th–12th graders are "well-informed" about drug use patterns in their neighborhood. In addition, an urban 7th–9th grade focus group participant in Dallas reported about peers that, "...they know what's going on" with regard to the drug scene. At followup, participants in 4th–6th grade focus groups reported knowing less about drugs in general than older youth and teens.

These focus group discussions also suggest that most youth are mindful of the fact that drug use involves risk. For example, in addition to the comment made by 7th–9th graders in Washington regarding how the “brain goes crazy on drugs,” 10th–12th graders in Miami reported believing that drug use can be fatal. A 7th–9th grade focus group participant in Charleston believed that drug use generally was dangerous and that, further, most people his age were discouraged from experimenting with drugs because they feared punishment by their parents.

Most teens and some youth participating in focus groups reported observing peers using drugs. Focus group discussions with teens indicated that many have been exposed to drug use at parties and other social activities, school, or in their neighborhoods. This is especially true for the teens in the 10th–12th grade focus groups.

Most youth and teens participating in focus groups stressed the influential role of peer pressure in drug experimentation. Focus group discussions indicated that most youth and teens believe that people their age use drugs primarily because they want to feel acceptance from a social group. A participant in the urban 7th–9th grade focus group in Des Moines stated that “...peers brag about drug use” in his neighborhood. Additionally, a 10th–12th grade male in suburban Denver explained that teens use drugs “...to be one of the boys.” Youth and teens in focus groups in Denver and Washington reported that people their age also use drugs to rebel against their parents.

However, some youth focus group participants reported feeling no peer pressure to use drugs. Some youth even reported holding stronger anti-drug views as a result of observing the individual effects of neighbor and family member drug use in their communities. In Washington, in fact, a few of the 4th–6th graders said that witnessing first-hand family members’ deaths believed to have been caused by drug use led to their increased opposition to drug use. Fourth–6th grade focus group participants in Cleveland also reported that their anti-drug sentiments were reinforced by directly observing the effects of drug use on people in their neighborhood. Participants in a 10th–12th grade focus group in Bear Lake expressed concern about a perceived increase in peer methamphetamine use in their community. These teens voiced the desire to learn more about the consequences of methamphetamine use and what measures could be taken to address the perceived problem.

Site visit data findings, like the survey results, suggest that youth and teen attitudes toward drugs generally consist of varying degrees of concern about the dangers of using them. Additionally, focus group discussions suggest that young people’s fear of drug use is greatest in the youngest age group that participated in focus groups—4th–6th graders. Furthermore, focus group discussions confirm that youth’s trepidation of drug use declines as they grow older, with the 10th–12th graders demonstrating the least amount of worry about the potentially negative consequences associated with drug use.

## **4.5 INTENTION TO USE DRUGS**

### **4.5.1 Summary of Survey Findings on Intention To Use Drugs**

Survey findings are presented below in terms of practical significance, which is defined as a net difference of 5 percentage points or more from baseline to followup. Survey data further showed significant pre-post decreases in the percentage of youth that indicated that they would use inhalants and marijuana in the future, as well as and the percentage of teens that reported they would use alcohol in the future.

- Youth who responded that they think they will try alcohol in the future decreased from 26 percent at baseline to 21 percent at followup, a result that had statistical and practical significance.

### **4.5.2 Discussion and Interpretation of Survey Findings**

The survey findings on youth's intentions to use drugs in the future show that few youth report they ever intend to use marijuana, cocaine-crack, methamphetamines, heroin, or inhalants in the future. The percentage of youth at baseline who thought they would try these drugs was low to begin with, and at followup, these percentages remained low. Although there were slight decreases (that were statistically significant) in the percent who thought they would try inhalants and marijuana at followup (meaning, fewer youth intend to try these drugs after exposure to the Media Campaign), the pre-post differences were quite small and not meaningful enough to warrant that important changes had occurred.

For alcohol, however, the significant decrease in the percentage of youth who thought they would try alcohol in the future was not only statistically significant, but the net difference between baseline and followup suggests that this decrease was meaningful in a practical sense. Even though alcohol was not a component of the paid Campaign, after exposure to the Phase II Media Campaign, fewer youths report they will try alcohol as compared to the percent of youths who said they would try it prior to the campaign. This is an encouraging finding and in the expected direction.

Survey data for teens that show future intentions to use cocaine-crack, methamphetamines, heroin, and inhalants are low at both baseline and followup (between 2 and 4 percent) and are consistent with the low predictions among youth with regard to future use of these drugs. For marijuana, although the percent of teens who thought they would use the drug in the next two years did not change from baseline to followup, the percentage who did intend to use marijuana (18%) was markedly higher than the corresponding figure for 4th-6th grade youth (3%).

The finding that there was a statistically significant decrease in the percentage of teens who thought they would drink alcohol in the future (from 39% baseline down to 37% at followup) was in the expected direction. This result suggests that after exposure to the Phase II media campaign, fewer teens report they will try

alcohol in the next two years as compared to the percent of teens at baseline who said they intended to drink alcohol. This result for alcohol, like its counterpart finding for youth, represents a small percentage decrease from baseline to followup. Consequently, the pre-post difference is not especially meaningful in a practical sense and in terms of drawing conclusions about impact of the Media Campaign. The finding does, however, suggest a trend in the direction that one would hope for after exposure to the intervention.

Intention to use drugs in the future was not a topic discussed in focus groups; thus, there is no additional information to share from site visits about youths' and teens' intent to use drugs.

#### **4.6 TEENS' DISAPPROVAL OF DRUG USE**

##### **4.6.1 Summary of Survey Findings on Teen Disapproval of Drug Use**

At baseline, survey data for teens often indicate very high levels of disapproval of drug use among, teens, their peers, and their parents. Consequently, although there was no evidence of practical significance, many of the items remained high and constant from baseline to followup.

- The percentage of teens who reported that their parents would disapprove of drug use remained extremely high from baseline to followup for the following drugs: marijuana: 86 percent to 88 percent; methamphetamines: 90 percent to 92 percent; cocaine/crack: 92 percent to 93 percent; and heroin: 92 percent to 94 percent.
- The percentage of teens that reported that their peers would disapprove of drug use remained high from baseline to followup for the following drugs: cocaine/crack: 72 percent to 73 percent; and heroin: 77 percent to 78 percent.

##### **4.6.2 Discussion and Interpretation of Survey Findings**

Teens were asked their perceptions of whether other teens or parents would disapprove if they used or experimented with drugs. Teens were also asked about their own disapproval of drug use by other adults. One longer term goal of the Media Campaign was to increase disapproval of drug use and experimentation, and survey data indicate that, in fact, there already was increased disapproval among parents and teens in Phase II.

For example, teens who responded that their close friends would "strongly disapprove" if they used or tried drugs (marijuana, methamphetamines, cocaine/crack, and heroin) increased for all drugs from baseline to followup. This suggests that the campaign was successful in increasing teen disapproval of peer drug use. Also, teens who responded that their parents would "strongly disapprove" if they used or tried drugs increased at statistically significant levels for all drugs (marijuana, methamphetamines, cocaine/crack, and heroin). These increases indicate that the campaign was successful in increasing parent



disapproval, or their communication of disapproval, to their children. Finally, teens who responded that they would "strongly disapprove" of people who used or experimented with drugs increased for the majority of drugs (marijuana, methamphetamines, and cocaine/crack). Therefore, survey data indicate that teen disapproval of drug use or experimentation by other adults increased, as well. Overall, data indicate that the Media Campaign was indeed successful with increasing parent and teen disapproval of drug use and experimentation.

#### **4.6.3 Teen Disapproval of Drug Use: Information Learned Through Site Visits**

Focus group data show that patterns of teen disapproval of drug use are consistent when teens are asked about both their perceptions of close friends' disapproval of drug use and their own disapproval of drug use. Teens' comments during focus group discussions indicate that most of them perceive that their close friends disapprove of them using the following drugs they classified as "hard": heroin, cocaine/crack, methamphetamine, and inhalants. Their comments suggest also that teens hold their own disapproval of use of these particular drugs. However, focus group discussions additionally show that teens are much less disapproving of their own marijuana use and the marijuana use of their close friends, with teens in nearly half of the sites speaking positively about marijuana use. Finally, these data suggest that, for the most part, teens believe their parents disapprove of them using any type of drug, similar to the findings of the survey data.

##### **4.6.3.1 *Perceptions of Close Friends' Disapproval of Drug Use***

Teens participating in focus group discussions indicated that most of their close friends expressed disapproval of their drug use overall, although they perceived distinctions in degree of disapproval depending on the type of drug. Many teen focus group participants believed that marijuana use appeared to be harmless after observing close friends use marijuana for a period of several months or a couple of years with no noticeable negative outcomes. One teen in a Charleston focus group explained her view of close friends' marijuana use, as follows, "People our age have to see a result before we can see an action. We need to see what our actions create; we won't stop if we don't see a consequence at the end." Teen focus group participants in Dallas also reported that close friends believe driving under the influence of marijuana is less dangerous than driving under the influence of alcohol and, they reported, as a result, that a number of their close friends smoke marijuana while driving.

##### **4.6.3.2 *Perceptions of Parents' Disapproval of Drug Use***

Most teens participating in focus group discussions indicated that their parents disapproved of them using any type of drug. They often cited getting in trouble with their parents (who disapprove of drug use) as a deterrent to their own drug experimentation. However, a few of the teens participating in focus group discussions in San Diego, Portland, and Charleston suggested that some parents in fact condone teen drug use, and, in some cases, use drugs with teens. As one



Charleston teen explained some parents' behaviors, "...They do it because they want to fit in [with their kids]".

Finally, in two sites it was found that parental attitudes regarding teen drug use were influenced by whether the drugs were considered "hard" or "soft", whereby "hard" referred to drugs thought to be more serious and dangerous. For example, in Cleveland, suburban parents commented that alcohol use is seen almost as a rite of passage by youth. In South Boston, parents commented that young people "party a lot, often out on the street. Drinking alcohol and smoking pot are common," they explained, "same thing as when we were kids." Another parent added that young people "have to have a beer in their hand," and "have to feel they're part of a group and belong...if you isolate your child it's only going to make them all the more do what they're not supposed to [do]." Several other parents in this focus group stated that they expected the parental values instilled in their children would not permit them to be excessive as a rule, and that they expected their children would generally be able to behave moderately and know the consequences of their actions.

#### **4.6.3.3 *Teens' Own Disapproval of Drug Use***

In general, most of the teens participating in focus groups demonstrated disapproval toward drug use. As was the case with perceptions of close friends' disapproval of drug use, a substantial number of teen focus group participants expressed disapproval toward the use of heroin, cocaine/crack, and methamphetamine. For the most part they regarded the use of these drugs as dangerous, damaging behavior. However, on the other hand, teens in nearly half of the focus groups said that the use of marijuana was much less dangerous. Many of these teens in fact expressed approval of marijuana use. As was the case with perceptions of close friends' disapproval of drug use, some teens also believed marijuana use to be a benign activity since it is derived directly from a plant. As such they perceived marijuana to be a harmless, natural substance.

### **4.7 SOURCES OF INFORMATION ABOUT DRUGS**

#### **4.7.1 Summary of Survey Findings on Sources of Information About Drugs**

Among youth and teens, only television commercials as a source of information on the dangers of drugs showed statistically significant increases from baseline to followup that were significant in a practical sense. Those results with practical significance were:

- The percentage of youth responding that they "learned a lot" about the dangers of drugs from television commercials increased significantly in a practical sense from 44 percent at baseline to 52 percent at followup.
- The percentage of teens responding that they "learned a lot" about the dangers of drugs from television commercials increased significantly in a practical sense from 25 percent at baseline to 30 percent at followup.

#### **4.7.2 Discussion and Interpretation of Survey Findings**

Survey data from both youth and teens suggest that the media and, most notably, television commercials are becoming key sources of information on drugs. While more youth and teens may have named sources such as their parents as key in providing them with drug-related information and education, television commercials as sources demonstrated the most dramatic increases from baseline to followup. For example, although higher percentages of both youth and teens responded that they had "learned a lot" about drugs from school lessons or classes, there was little or no change from baseline to followup. However, the percentage of both youth and teens reporting that they "learned a lot" about drugs from television commercials showed the most statistically significant increases from baseline to followup. Furthermore, the net differences between baseline and followup suggest that these increases were meaningful in a practical sense.

These findings indicate that the Media Campaign has had a strong impact on both youth and teens. As exposure to anti-drug messages increased during the Phase II Media Campaign, increasing numbers of youth and teens recognized television commercials as an important source of information on drugs. Furthermore, as survey findings indicate that parents or grandparents remained one of the most important sources of information about drugs for youth and teens, ads geared toward getting parents to talk to their children about drugs can be seen as equally important as those actually targeting youth and teens.

#### **4.7.3 Sources of Information About Drugs: Information Learned Through Site Visits**

Focus group data from Phase II site visits differ from data collected during Phase I site visits regarding sources of information about drugs. While a number of youth and parents cite television and other media, including anti-drug ads, as the source of messages about the dangers of drugs (primary source cited during Phase I), more focus group participants during Phase II indicated that schools and parents/family members provide information to youth about drugs.

Elementary school youth in nine sites mentioned school programs, including D.A.R.E. and other school-based prevention programs and health fairs, as a source of information about drugs (Dallas, Bear Lake, Birmingham, Des Moines, San Diego, Cleveland, Charleston, Washington, and Miami). In one site, 4th–6th grade focus group participants noted that a specific one-time program, Red Ribbon Week, included material concerning the dangers of drugs (Miami). In Charleston, a focus group participant recalled having learned about drugs in the Head Start program attended as a preschooler. Focus group participants in several sites also reported discussions with teachers and/or school counselors concerning drugs (Charleston, Dallas, Bear Lake, Des Moines, and Miami).

Fourth to sixth graders in six sites reported that parents and/or other relatives helped them to learn about drugs and the negative consequences of drug use (Birmingham, Des Moines, San Diego, Cleveland, Washington, and Portland). Youth in Birmingham, Washington, and Miami cited television and the movies as

sources of information about drugs, but only youth in Miami specifically mentioned the anti-drug ads as an information source. Elementary school students in seven sites, reported learning about drugs through exposure in their neighborhoods or through reports of drug use by family or friends (Dallas, Boston, Des Moines, San Diego, Cleveland, Portland, and Denver). Peers were cited as information sources for elementary school students in four sites (Bear Lake, Birmingham, Des Moines, and Cleveland), although youth in Bear Lake reported that peers accounted for "little or no information." Other sources mentioned by elementary school students include community center programs (Cleveland) and FBI presentations (Washington).

Participants in 7th–9th grade focus groups also cited school programs as a source of information about drugs more often than for any other source (nine sites: Bear Lake, Birmingham, San Diego, Cleveland, Charleston, Washington, Portland, Denver, and Miami). Students in Charleston, Portland, Denver, and Miami specifically mentioned the D.A.R.E. program; 7th–9th graders in Cleveland and Miami recalled discussions with teachers; 7th–9th graders in Charleston noted the use of anti-drug posters in school hallways; and 7th–9th graders in Miami cited the Red Ribbon program, as did their 4th–6th grade counterparts.

Seventh to 9th grade youth in seven sites indicated family discussions as a source of information about drugs (Bear Lake, Birmingham, San Diego, Cleveland, Charleston, Portland, and Miami), although Bear Lake youth noted that such discussions are rare, and Portland youth stated that parents have difficulty "bringing up the subject." Television and other media were cited as information sources for youth in six sites (Boston, Birmingham, San Diego, Cleveland, Washington, and Miami); anti-drug ads were specifically noted by youth in Boston, Birmingham, Washington, and Miami. Knowledge of drug use in the community, including the presence of alcohol and other drugs at parties these young people attended and direct encounters with peers and adults using drugs, was cited as a source of information about drugs for youth in six sites (Bear Lake, Boston, Des Moines, Cleveland, Charleston, and Portland). Discussions with peers was indicated as a source of information for youth in three sites (Bear Lake, Washington, and Miami). Other sources mentioned by middle/junior high school students include church groups (San Diego) and community centers (Cleveland).

High school youth also cited school programs as a source of information about drugs more than any other source (nine sites: Bear Lake, Birmingham, Des Moines, San Diego, Cleveland, Charleston, Washington, Portland, and Miami), although youth in Portland noted that drug education in schools is minimal, and Des Moines 10th–12th grade focus group participants reported that school-based educational programs are "stupid, too basic, and too late" to be effective. Teens in Charleston also noted that the D.A.R.E. program, which they had participated in when they were younger, is ineffective because "it's offered in the fifth grade with youth who have not yet been exposed to drugs." These teens stated that they learned how to identify drugs from the program, though they had forgotten most of the program's content. Few older teens cited discussions with teachers as a source of information (San Diego, Cleveland, and Miami). However, Miami focus

group participants stated that teachers talk to them, but when students are "past the point of making a difference."

Also cited by high school students in nine sites as a source of information was exposure to drugs in the community (Bear Lake, Birmingham, Boston, Des Moines, Cleveland, Charleston, Washington, Portland, and Miami), including awareness of drug activity in their neighborhoods; peers talking about drug use in schools; exposure to drug use at parties, in school, at the workplace, and at parks; and awareness of drug use by family members and friends. Older teens in Bear Lake noted that the anti-drug television ads' messages reinforce the negative aspects of drug use that they are exposed to in their communities. Discussions about drugs with peers was reported by teens in eight sites (Bear Lake, Birmingham, Des Moines, San Diego, Cleveland, Charleston, Portland, and Miami). A teenager in Birmingham noted that peer groups can be a "source of strength" for youth who want to avoid drugs. Television and other media were cited as information sources for 10th–12th grade teens in eight sites (Dallas, Bear Lake, Birmingham, Boston, San Diego, Cleveland, Washington, and Miami); anti-drug ads were specifically mentioned by focus group participants in Dallas, Bear Lake, Birmingham, San Diego, and Miami. Family discussions about the dangers of drugs were noted by teens in seven sites (Dallas, Bear Lake, Birmingham, Cleveland, Washington, Portland, and Miami), although teens in Bear Lake and Portland stated that few parents talk about drugs with their children. Teens in Cleveland also cited church and community centers as sources of information about drugs.

Parents in four sites indicated exposure to drugs in the community as one of their children's sources of information about drugs (Des Moines, Charleston, Washington, and Portland), although none commented on youth's direct exposure to drugs at parties, in school, or the other opportunities mentioned by the youth focus groups. Parents in only two sites volunteered that they had discussed drugs with their children at home (Des Moines and Miami); focus group participants in Charleston reported that parents "generally do not talk to their children about drugs, as messages from other youth and the media are more powerful in influencing their children's behavior," and Portland parents reported that most parents are "nervous and do not know what to say" to their children about drugs. Only parents in Charleston reported that youth discuss drugs with their peers (a primary source indicated by 10th–12th grade students).

Parents talked about school-based education programs on drugs as being their children's predominant information source, much more often than other sources, including the "parent" as a source of information (eight sites: Boston, Des Moines, San Diego, Charleston, Washington, Portland, Denver, and Miami). Parents in six sites specifically mentioned the D.A.R.E. program (all previously cited except Washington and Portland), although Charleston parents noted that the D.A.R.E. program and other school-based programs provide a basic understanding of drugs. However, teens ignore or reject many prevention messages because they believe they are invincible. One Miami parent reflected that her children had learned about drugs in the Head Start program they were enrolled in as preschoolers.



Television and other media were cited by parents as information sources for youth in six sites (Des Moines, San Diego, Cleveland, Charleston, Washington, and Miami); and anti-drug ads were noted as information sources by parents in Des Moines, San Diego [Spanish-language ads], and Miami). A Des Moines parent reported that, upon hearing an anti-drug ad on the radio, her teenage son said to her, "This is your missed opportunity, Mom." The Internet was cited as a source of information about drugs by a parent in Washington.

#### **4.8 PARENT-CHILD DISCUSSIONS ABOUT DRUGS**

##### **4.8.1 Summary of Survey Findings on Parent-Child Discussions About Drugs**

At baseline, survey data for parents often indicate high levels of communication between parents and children. Therefore, pre-post differences often showed limited change in the percentage of parents that reported increased emphasis on communicating about the dangers of drugs with their children.

- From baseline to followup, the percentage of parents that reported that "my child knows exactly how I feel about him/her using drugs" remained high and constant at 86 percent.
- From baseline to followup, the percentage of parents that reported that they "have clear, stated, and specific rules for drug use by my child" remained high and constant at 82 percent.

##### **4.8.2 Discussion and Interpretation of Survey Findings**

From baseline to followup, parents reported no significant change in the frequency with which they talked to their children about drugs. However, parents reported discussing drugs with their children at rather high frequencies at baseline—indicating that perhaps parents already discuss drugs frequently with their children before the Media Campaign. Another possibility is that parents simply perceived that they frequently discussed the risks of drugs, when surveyed at baseline. Either way, despite the lack of change in parent data, teens indicated an increase in discussions with their parents at followup. For example, from baseline to followup, significantly fewer teens reported that their parents "never" talked to them and, significantly more teens reported that their parents talked to them "four or more times in the past year." This is a very positive finding because a goal of the Media Campaign was to inspire parents to talk to their children more often, and teen survey data indicate that, in fact, parents did initiate more discussions about drugs with their children.

Teens were also asked how influential the message was that they received from these discussions with their parents or grandparents. There was an increase in the percentage of teens who reported that their parents/grandparents "exaggerated the risks of marijuana", perhaps indicating that parents became more severe with their warnings after viewing the Media Campaign ads. Also, there was a statistically



significant increase in the percentage of teens that said discussions with their parents/grandparents "made them more aware of the risks of using drugs"; "made them less likely to try or use drugs"; and "gave them new information or told them things they didn't know about drugs." This is extremely positive, and what one would expect from a campaign aimed at increasing parent communication about the dangers of drugs and teen receptivity to those discussions.

#### **4.8.3 Parent-Child Discussions About Drugs: Information Learned Through Site Visits**

Phase II site visit findings suggest that parents play a potentially strong role in shaping the attitudes and behaviors of children regarding drugs. Focus group discussions with 4th–6th graders indicate that, in 7 of the 12 sites visited, parents talk to them about the dangers of using illicit drugs, alcohol, and tobacco. Children appeared to agree with their parents, accepting their anti-drug messages, especially in light of the similar messages they receive from other sources.

Focus group discussions indicate further that as youth grow older, however, conversations between parents and children about the risks of drug use tend to become less frequent and shorter in duration and content than with the younger children. Youth participating in 7th–9th grade focus groups reported that parent-child drug-related conversations were often marked by parental warnings, including, according to a Portland focus group participant, "don't you do drugs", and, in a Charleston focus group, "If you ever do drugs, I'll kill you". This trend was supported by parent focus group findings; it appears that parents are most comfortable discussing drug use with younger children who are least likely to have begun experimenting with drugs. As children get older, parents and teens agreed that drug use discussions were most likely to result from a significant local event, such as a newsworthy drug-related event or drug experimentation by the youth.

Site visit data across all age groups show consistent trends regarding the level and depth of parent-child discussions about drugs. While a majority of the parents who participated in focus group discussions noted that they discussed the topic of drugs with their children, they suggested that most parents did not have such conversations with their children. Moreover, parents in five sites agreed that these discussions usually consisted of simple commands to "just say no" and/or explanations of punishment youth would receive if they were caught experimenting with tobacco, alcohol, and illicit drugs. Additionally, youth and parents from central city locations were reportedly more likely to have ongoing discussions about the dangers of drug use, potentially due to the highly visible presence of drugs in some of these communities. Focus groups with parents from five sites indicate that parents from non-central city locales, conversely, were less likely to view drugs as a major problem in their area, less likely to believe their children use drugs or are aware of other users, and less likely, therefore, to feel a pressing need to arm their children with anti-drug messages in addition to what they already receive from school programming. This finding indicates the need to provide further information to parents on ways to communicate with their

children to spur more conversations with children at all ages in a productive way, which will be a focus of ads targeted at parents in Phase III.

Several comments also were made by parents in Portland and Denver focus group discussions regarding the difficulty some parents face in imposing their intolerance of drug use by their children when they themselves either used drugs in the past or were still using drugs today. In addition, some parents in Boston and Cleveland focus group discussions did not regard youth use of "only" alcohol or marijuana as problematic. Moreover, parents in Boston and Dallas focus group discussions suggested that the magnitude of the drug problem facing older teens today is too great for parents to tackle. Finally, some parents participating in focus groups in four of the sites visited mentioned that they felt unprepared to address their children about the subject of youth drug use, especially with older teens.

Parents' awareness of the need to hold important drug-related discussions did not appear to increase since Phase I of the Media Campaign. Parents and community leaders in several cities commented on increased parental requests for drug information, and methods to best approach what parents participating in focus groups in Portland, Boston, Birmingham, and Cleveland describe as a sensitive topic. Moreover, parents participating in focus groups in all 12 sites agreed that that Media Campaign ads, as well as heightened media coverage of drug-related stories in general, were likely to result in increases in drug discussions between parents and children, particularly for families not currently engaging in these discussions.

Although focus group findings support the parent survey responses that indicate a majority of parents have had conversations with their children regarding the risks associated with using drugs, parents' focus group comments demonstrate the general viewpoint that few other parents are actively talking to their children about the risks of drug use. Parents in focus groups from half of the sites visited cite media influences which often glorify drug use of all kinds (alcohol, tobacco, and illicit drugs), the proliferation of drugs in their communities, as well as mounting peer pressure to experiment and to "fit in" as all counteracting their efforts to prevent youth drug use by discussing with them risks and factors surrounding drug use.

#### **4.9 CONCLUSION**

This discussion helps to explain significant findings in eight key domains: ad awareness, effectiveness of anti-drug ads, awareness of the risk of drugs, attitudes toward drugs, intention to use drugs, disapproval of drug use, sources of information about drugs, and parent-child discussions about drugs. Most importantly, Phase II of the Media Campaign has achieved its intended goal of continuing the Phase I efforts to raise awareness of specific anti-drug messages among youth, teens, and parents. Data collected over a short period of time suggest further that the Media Campaign is being implemented as planned and that its efforts, over the longer term, will continue to be successful in raising awareness of Media Campaign anti-drug ads. The increase in awareness correlates

with an increased frequency of exposure to the Media Campaign, in terms of the national GRP data, the total number of ads produced (with the addition of the Phase II anti-drug ads), and the increase in the number of media outlets used. This increased awareness also correlates with the continued recognition by youth and parents in the 12 sites visited during Phase II regarding the risks of drug use. The site visit data explain how increased awareness and perceptions of risk are influenced by youth's and teens' peer norms and attitudes, parents' disapproval of drug use, and exposure to the negative consequences of drug use in their families and communities, as well as other contextual factors to which they are exposed.

Youth and parents in the qualitative study sites agreed that the anti-drug messages they had seen or heard had been effective. Moreover, data collected over a short period of time suggest that, as new ads are created and introduced over time, the goal of increasing awareness of Media Campaign anti-drug ads to greater levels will be achieved. Noting that youth are very impressionable, youth and teens identified ways in which the ads reinforce the information they are receiving from other sources regarding the dangers of drug use, the ways in which drug use can impact their lives and the lives of others, and the changes they have made in their lives due to exposure to the ads in concert with other prevention approaches targeted to them. Moreover, parents have noted the effectiveness of the Media Campaign in increasing their awareness of the drug problem, equipping them with information they can use in discussing drug use with their children, and providing opportunities for parents to talk with their children about drugs.

Survey and site visit data also point to the impact of the Media Campaign on youth and teens having appropriate attitudes toward drug use: the ads reinforce their anti-drug attitudes. Youth and teens know that drug use involves risk, that their parents would be upset if they tried drugs, and that drug use could lead to poorer performance at school, work, or sports. Youth and teens reported increased anti-drug sentiments by themselves and their peers, consistent with the attitudes perceived by them that parents, school personnel, and other significant adults hold.

Finally, the Phase II study reveals that the Media Campaign continues to provide information about the dangers of drugs to youth, teens, and parents as a primary source. Television and radio ads were noted as key information sources, reinforcing the facts about drugs and their negative consequences that youth and teens receive from parents, peers, school programs, churches, community centers, and others.

In summary, the evaluation of the Phase II Media Campaign demonstrates an increased awareness of anti-drug ads, as expected, as well as heightened awareness of the dangers of drug use, and the Phase II Media Campaign has played a major role in achieving these results. This indicates the need to expand outreach efforts to parents and the need for more school and community anti drug efforts, both of which are focuses of the Phase III Media Campaign.

## 5. LESSONS LEARNED

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The evaluation of the Phase II National Youth Anti-Drug Media Campaign included baseline and followup surveys with a nationally representative sample of youth, teens, and parents. Based on analyses of these data, certain themes and issues repeatedly emerged. Some of the lessons learned support definitive conclusions about the effectiveness of the Phase II Campaign. Others support the formulation of recommendations that may influence subsequent phases of the Campaign.

To review, the Phase II Campaign began in July 1998 and will continue through early 1999. The period examined in this report is July 1998–November 1998. Paid advertising space in all media markets in the United States was purchased by the Office of National Drug Control Policy in order to broadcast existing public service ads from the Partnership for a Drug-Free America. The objective of this effort was to reach parents and youth with prevention messages. Phase II featured its messages on television (broadcast, cable, Channel 1) radio, newspapers, magazines, the Internet, schools (e.g., book covers and gymboards) and in movie theaters.

The primary objective of Phase II was to increase youth awareness of anti-drug advertisements in the media. Additionally, baseline information from youth about their drug usage patterns was collected so that this information could be examined over time in relation to subsequent media campaigns.

Based on the preliminary findings of the evaluation of Phase II, it appears that the first important step, raising awareness of the anti-drug ads has been accomplished. In addition, although not expected, parents, youth, and teens began to change some attitudes about drugs. With the implementation of the full-scale Media Campaign in Phase III, goals will be even more ambitious: to change youth's use of illegal drugs, to postpone the age when they begin to use drugs, and to convince occasional users of these and other drugs to stop using them.

### 5.1 LESSONS THAT WILL INFORM THE PHASE III NATIONAL MEDIA CAMPAIGN

#### 5.1.1 Lesson 1: Phase II Resulted in Increased Awareness of Anti-Drug Advertisements at the National Level

The major objective of the Phase II Campaign was to increase the awareness of anti-drug ads paid for by the Campaign at the national level. This was important in order to provide guidance to the Phase III national Campaign in terms of baseline assessments and guidance about the design and implementation of the larger evaluation.

Comparisons of baseline and followup survey data clearly indicate that youth, teens, and parents saw or heard significantly more anti-drug ads between the baseline and the followup period in which Phase II was implemented. For



example, youth were more aware of three ads—*Long Way Home*, *Girlfriend*, and *Drowning*. Teens indicated greater recall of four ads—*Alex Straight A's*, *Frying Pan*, *Layla/Old Friends*, and *Rite of Passage*. And, parents were more aware of three ads—*Girl Interview*, *O'Connor*, and *Under Your Nose*. It is clear that concentrated broadcasting of anti-drug ads in prime slots produced a greater awareness of these ads. Given these findings, the following conclusions can be drawn about the impact of the Phase II Campaign on its audiences:

- Repeated broadcasts of individual advertisements on drug use dangers raised viewer awareness of anti-drug ads regardless of the viewer's age at the national level; and
- The content of drug-specific ads was appropriately matched with the audiences targeted through national and local television buys (e.g., inhalants with youth).

Several recommendations are pertinent here:

- Survey questions should be expanded in the future to include other media formats used (e.g., radio, newspaper, magazine, theater) so that the Media Campaign can assess the effectiveness of components other than television; and
- In all age groups, some ethnic groups increased their awareness of specific ads significantly more than other ethnic groups. Both the content and the language (English or Spanish) of these ads should be examined for clues as how best to target and develop ads for areas with appreciable ethnic populations. Phase III will include ads in 11 different languages other than English.

#### 5.1.2 Lesson 2: TV Commercials and Other Media Are Key Information Sources on Drug Use Dangers

The increased awareness of all age groups discussed in Lesson 1 was facilitated by the use of specific types of media. This lesson was reinforced by the finding that when youth and teens were asked (e.g., at baseline and followup) how much they learned about the dangers of drugs from a variety of media and nonmedia sources that included school classes; their parents/grandparents; siblings; friends; television commercials, television shows, news or movies, radio, and the street, the most statistically significant increase over the Phase II Media Campaign evaluation period was in the percentage of young persons reporting TV commercials as a source of information about the dangers of drugs. Furthermore, for youth, the use of television is associated with the Media Campaign because the percentage of youth who said they had actually seen the anti-drug ads on television increased significantly over the Phase II Campaign evaluation period.

Additionally, over the course of the Campaign evaluation period, there was a significant increase in the percentages of both youth and teens who perceived that TV shows, news, and movies were important sources of anti-drug information. Also the percentage of youth and teens who reported they had seen anti-drug ads



on billboards and posters on buses, bus stops or subways increased significantly over the course of the Phase II Campaign evaluation period. And, the percentage of teens who learned about drug risks from newspapers or magazines increased from baseline to followup.

The conclusions that can be drawn from these findings include:

- The use of paid television ads as a source of anti-drug information for youth and teens was effective in reaching these target groups, especially when ads are broadcast frequently and aired in prime dayparts when more viewers are watching; and
- The use of TV shows, news, and movies; outside billboards; and posters on buses, bus stops and subways are effective ways of reaching youth and teens with anti-drug messages.

#### **5.1.3 Lesson 3: Parents, Youth, and Teens Perceived Phase II Ads To Be Effective**

From baseline to followup, there was a significant increase in the percentage of all age groups who perceived the anti-drug ads to be effective. Youth indicated that the ads told them something about drugs that they did not already know, encouraged them to stay away from drugs, and made them aware of the dangers of drugs. Teens said that the five ads targeted to their age group made them less likely to try or use drugs. And, parents stated that the ads provided them with new information or told them things that they did not know or that the ads made them aware that America's drug problem could affect their children. This indicates that all age groups perceived some benefits from the anti-drug messages.

Furthermore, from the baseline to the followup periods, the percentage of youth and teens who viewed the ads as lying about the dangerousness of drugs or exaggerating the risks of drug use involved decreased significantly. These findings support the following recommendation:

- Ads targeting parents, youth, and teens that present negative consequences should be continued as the Media Campaign progresses.

#### **5.1.4 Lesson 4: Teens and Parents Did Learn Some New Facts About the Risks of Using Drugs**

While the major expectation of the Phase II Campaign was to increase awareness of the anti-drug ads shown, a secondary objective was to begin to change attitudes and perceptions about the harmfulness and risks of illegal drug use. Findings indicate that increased frequency of drug-specific ads lead to greater recognition of the drug risks and dangers addressed by those ads. For example, survey findings indicated that from baseline to followup, teens showed an increase in awareness about the risks associated with marijuana use either once or twice or occasionally. This is important because we know from the Phase I evaluation that some teens view marijuana as acceptable and as one of their drugs of choice.

Also, the percentage of parents who recognized the risks involved with using methamphetamine regularly increased significantly from baseline to followup.

Given these findings, the following conclusions can be made about the impact of the Phase II Campaign on increasing knowledge about the risks associated with using drugs:

- The Phase III Media campaign should continue to target teens with anti-marijuana messages; and
- Future campaigns should continue to target parents with anti-drug messages about those particular drugs that they lack information about rather than those that are commonly understood to be risky and provide guidance to parents on how to talk to their children about the dangers of drugs.

#### 5.1.5 **Lesson 5: The Media Campaign Changed Some Attitudes Toward Drug Use**

We know from other health promotion and education campaigns and prevention research that it takes 2–3 years to change people's attitudes and behavior (e.g., Monitoring the Future). It is first necessary to educate citizens about risky behavior, increase their awareness of messages about these risks, and influence their attitudes about this behavior. Only then can a real impact be made on changing their behavior, in this case, the use of drugs. Given the link between changing awareness, attitudes and behavior and the normally anticipated timing of such changes, ONDCP recognized that it would be unrealistic to expect the Phase II Media Campaign to have substantial impact on changing the attitudes and behavior of the youth, teens, and parents targeted by the Campaign.

Nonetheless, Phase II resulted in some change in attitudes that were not expected given the short time period examined. While survey results confirm that some attitudes across the various age groups did not change during the period of the Phase II Media Campaign, there were a few findings suggesting that even the short period examined has resulted in some inroads to changing youth and teen attitudes toward drug use.

The percentage of youth who believed that the use of inhalants was risky increased during the Phase II Campaign evaluation period as did the percentage of those who said that they were scared of taking drugs.

The Campaign also had some success in changing teen's attitudes about drug use. For example, the percentage of teens who said that taking drugs scares them, who said they did not want to hang around anyone who used marijuana, and who perceived great risk in using methamphetamine regularly increased from the baseline to the followup periods.

Additionally, teens were asked specific questions pertaining to their attitudes about marijuana. Over the course of the Campaign evaluation period, the percentage of teens who understood specific negative consequences of marijuana

increased significantly. For example, they increasingly understood the negative effects of marijuana; use would most likely lead to harder drugs; use would lead to doing worse at school, work or sports; or that one could mess up one's life or miss out on the good things in life. The fact that the teens experienced attitude changes in a positive direction about marijuana is important because we know that this is a commonly accepted drug among this age group.

Additionally, survey findings revealed that the disapproval of close friends is important to teens. For example, there was a significant increase from the baseline to followup periods in the percentage of teens who believed that their close friends would strongly disapprove of them trying marijuana once or twice, occasionally or regularly or trying methamphetamine regularly or once or twice. These findings highlight the substantial influence that teens can have on one another.

Finally, for parents, there was a significant increase in the percentage of those who strongly agreed that they had the skills and information needed to help their child to avoid drugs as well as a significant decrease in the percentage of those who disagreed with this statement.

The following conclusions are supported by these findings:

- Anti-drug ads aimed at youth were effective in increasing negative attitudes about drugs in general and the use of inhalants;
- Drug-specific ads targeted to teens had an impact on increasing negative attitudes about marijuana and methamphetamines; and
- Ads targeted to teens should build on the influence of peer relationships, especially with regard to using teen disapproval to facilitate positive attitudes and behaviors; and
- More attention needs to be focused on identifying the most effective advertising approaches in changing parent attitudes as well as those of youth and teens.

#### **5.1.6 Lesson 6: Parents Are Key Sources of Information and Influence Regarding Drug Use**

Survey results indicated that parents were a key information source about the risks of drugs for both youth and teens. However, survey data also show serious discrepancies in parents' claims about their drug-related communication with their children. The percentage of parents who stated that they had ever talked with their child about drugs or that they talked to their child about drugs during the past year did not increase significantly over the course of the Phase II Campaign. We know from the Phase I Media Campaign findings that many parents do not talk with their children because of their own past or present drug use, lack of information about drugs, concern over how or when to present information to

their children, denial that the problem could affect their children, or acceptance of the youth drug culture.

Additionally, teens clearly indicated that they thought their parents would strongly disapprove of many types of drug use. For example, there were significant increases over time in the percentage of teens who believed that their parents would strongly disapprove of trying marijuana once or twice, occasionally or regularly; of trying methamphetamine once or twice; taking crack/cocaine once or twice or occasionally; or of taking heroin once or twice or occasionally. These findings appear to indicate that the views of parents matter to teens and influence them.

In light of these findings, the following recommendations (all of which are being incorporated in the Phase III design) are offered:

- Parents urgently need to know more about drugs, their risks, what they look like, and how young people gain access to them;
- A significant portion of the Phase III Campaign ads should be devoted to the improvement of communication between parents and their children on the subject of drug use;
- Ads on parent-child communication should point out the possible discrepancies between young people's knowledge and experience with drugs and parents' perceptions about how much their children know; and
- Ads on improving parent-child communication should move beyond stressing the general importance of parent-child communication and present specific methods to parents that can be expected to be effective in communicating dangers of drug use to their children.

#### 5.1.7 Lesson 7: Surveying Students in School Settings Is Problematic

The completion rate for the schools in the Phase II study was somewhat lower than usual for studies of this type—27 percent for the baseline period and 29 percent for the followup period. The main reason for these lower rates was that school-based surveying is problematic. This was problematic because there was a short timeframe for recruitment; recruitment is difficult particularly late in the school year; the time period required for school approval is often lengthy; school schedules are often chaotic or tight at the end of the year with no room to fit in a survey; and many schools have already conducted other studies during the school year which to them is “enough.”

Additionally, even if schools are approached earlier in the year, many barriers are encountered. The in-school surveys cannot take place if the school or school district refuses entry. Some schools experience difficulty obtaining signed parent consent forms or do not gain approval from their Institutional Review Board in time for the survey. Also, unrelated legal issues may result in last-minute refusals to participate. Thus, the following recommendation is made:

- Future on-site research should not rely on in-school surveys. The issue of gaining parental consent is only one of the problems encountered on conducting school-based research. The methodological issues regarding parental consent in school-based research have been the subject of a number of recent reviews (e.g., Anderman et al., 1995; Dent et al., 1993). These two studies concur on several findings of relevance to this report. First, that students with and without active parental consent have different demographic characteristics (including socioeconomic status and ethnicity), thus leading to potential sample bias. Second, that teenagers without active parental consent are higher in risk-taking and in marijuana use, thus reducing the generalizability of the results. Third, that teenagers with active consent are more likely to have seen information on alcohol, tobacco, and drug use—again with implications for valid interpretations of survey findings.

#### **5.1.8 Lesson 8: Media Monitoring and Media Buy Data Are Essential in the Interpretation of Media Campaign Findings**

Media monitoring and media buy data are vital in the evaluation of media campaigns because they support, validate, and help to interpret the quantitative survey findings. These data are necessary because they clearly spell out the nature of the intervention (e.g., the specific ads broadcast, daypart, show, gross rating points, reach, frequency, and cost of ads). Such information allows for a comparison of the effectiveness of different ads and media approaches. Media buy data can also be used to do cost-benefit analyses for each ad by comparing its rate of exposure to its payment rate. And, finally, media monitoring data serves as a verification that the ads that were purchased were actually broadcast. Recognition of these strengths of media monitoring data lead to the following recommendation:

- Media monitoring data should include information about all types of media used in the intervention because this enables a comparison of the effectiveness of different types of media (e.g., broadcast versus cable television, radio versus television).



## APPENDIX A

### PHASE II INTERVENTION BY MARKET

## LIST OF EXHIBITS

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|            |                                                                                                                             |      |
|------------|-----------------------------------------------------------------------------------------------------------------------------|------|
| Exhibit 1  | Phase II Creative Rotation by Drug Focus for Top 101 Markets for Television<br>July–November, 1998.....                     | A-1  |
| Exhibit 2  | Phase II Network Radio Ads for 12 Sites July–December 1998.....                                                             | A-3  |
| Exhibit 3  | Phase II Spot Radio Ads for 12 Sites July–December 1998.....                                                                | A-4  |
| Exhibit 4  | Phase II Newspaper Advertising for 12 Sites July–December 1998.....                                                         | A-5  |
| Exhibit 5  | Phase II Top 100 Newspapers* July–December 1998.....                                                                        | A-6  |
| Exhibit 6  | Phase II Magazines and Campaign Ads Purchased July–December 1998.....                                                       | A-9  |
| Exhibit 7  | Phase II Ads Airing on In-School Channel One in 12 Sites July–December 1998.....                                            | A-10 |
| Exhibit 8  | Phase II In-School Cover Concepts/Gymboards in 12 Sites July–December 1998....                                              | A-11 |
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**Exhibit 1**  
**Phase II Creative Rotation by Drug Focus for Top 101 Markets for Television**  
**July–November, 1998**

|    | Market Name                       | General | Anti-Heroin | Anti-Meth |
|----|-----------------------------------|---------|-------------|-----------|
| 1  | New York                          | ✓       | ✓           |           |
| 2  | Los Angeles                       | ✓       | ✓           | ✓         |
| 3  | Chicago                           | ✓       |             |           |
| 4  | Philadelphia                      | ✓       | ✓           |           |
| 5  | San Francisco-Oakland-San Jose    | ✓       | ✓           | ✓         |
| 6  | Boston                            | ✓       | ✓           |           |
| 7  | Washington, DC                    | ✓       | ✓           |           |
| 8  | Dallas-Ft. Worth                  | ✓       | ✓           | ✓         |
| 9  | Detroit                           | ✓       | ✓           |           |
| 10 | Atlanta                           | ✓       | ✓           | ✓         |
| 11 | Houston                           | ✓       |             |           |
| 12 | Seattle-Tacoma                    | ✓       | ✓           | ✓         |
| 13 | Cleveland                         | ✓       |             |           |
| 14 | Minneapolis-St. Paul              | ✓       | ✓           | ✓         |
| 15 | Tampa-St. Petersburg              | ✓       | ✓           |           |
| 16 | Miami-Ft. Lauderdale              | ✓       | ✓           |           |
| 17 | Phoenix                           | ✓       |             | ✓         |
| 18 | Denver                            | ✓       |             | ✓         |
| 19 | Pittsburgh                        | ✓       |             |           |
| 20 | Sacramento-Stockton               | ✓       |             | ✓         |
| 21 | St. Louis                         | ✓       |             | ✓         |
| 22 | Orlando-Daytona Beach-Melbourne   | ✓       | ✓           |           |
| 23 | Baltimore                         | ✓       | ✓           |           |
| 24 | Portland, OR                      | ✓       | ✓           | ✓         |
| 25 | Indianapolis                      | ✓       |             | ✓         |
| 26 | San Diego                         | ✓       | ✓           | ✓         |
| 27 | Hartford-New Haven                | ✓       | ✓           |           |
| 28 | Charlotte                         | ✓       |             |           |
| 29 | Raleigh-Durham                    | ✓       |             |           |
| 30 | Cincinnati                        | ✓       |             |           |
| 31 | Kansas City                       | ✓       |             | ✓         |
| 32 | Milwaukee                         | ✓       |             | ✓         |
| 33 | Nashville                         | ✓       |             |           |
| 34 | Columbus, OH                      | ✓       |             |           |
| 35 | Greenville-Spartanburg            | ✓       |             |           |
| 36 | Salt Lake City                    | ✓       |             | ✓         |
| 37 | Grand Rapids-Kalamazoo-B Creek    | ✓       |             |           |
| 38 | San Antonio                       | ✓       |             | ✓         |
| 39 | Norfolk-Portsmouth-Newport News   | ✓       |             |           |
| 40 | Buffalo                           | ✓       |             |           |
| 41 | New Orleans                       | ✓       | ✓           |           |
| 42 | Memphis                           | ✓       |             |           |
| 43 | West Palm Beach-Ft. Pierce        | ✓       | ✓           |           |
| 44 | Oklahoma City                     | ✓       |             |           |
| 45 | Harrisburg-Lancaster-Lebanon-York | ✓       |             |           |
| 46 | Greensboro-High Point-W. Salem    | ✓       |             |           |
| 47 | Wilkes Barre-Scranton             | ✓       |             |           |
| 48 | Albuquerque-Santa Fe              | ✓       |             | ✓         |
| 49 | Providence-New Bedford            | ✓       |             |           |

Investing in Our Nation's Youth (Final Report)

|     | Market Name                   | General | Anti-Heroin | Anti-Meth |
|-----|-------------------------------|---------|-------------|-----------|
| 50  | Louisville                    | ✓       |             |           |
| 51  | Birmingham                    | ✓       |             |           |
| 52  | Albany-Schenectady-Troy       | ✓       |             |           |
| 53  | Dayton                        | ✓       |             |           |
| 54  | Jacksonville-Brunswick        | ✓       |             |           |
| 55  | Fresno-Visalia                | ✓       |             |           |
| 56  | Little Rock-Pine Bluff        | ✓       |             |           |
| 57  | Charleston-Huntington         | ✓       |             |           |
| 58  | Tulsa                         | ✓       |             |           |
| 59  | Richmond-Petersburg           | ✓       |             |           |
| 60  | Austin                        | ✓       | ✓           | ✓         |
| 61  | Las Vegas                     | ✓       | ✓           | ✓         |
| 62  | Mobile-Pensacola              | ✓       |             |           |
| 63  | Knoxville                     | ✓       |             |           |
| 64  | Flint-Saginaw-Bay City        | ✓       |             |           |
| 65  | Wichita-Hutchinson Plus       | ✓       | ✓           |           |
| 66  | Toledo                        | ✓       |             |           |
| 67  | Lexington                     | ✓       |             |           |
| 68  | Roanoke-Lynchburg             | ✓       |             |           |
| 69  | Green Bay-Appleton            | ✓       |             |           |
| 70  | Honolulu                      | ✓       |             | ✓         |
| 71  | Syracuse                      | ✓       |             |           |
| 72  | Spokane                       | ✓       | ✓           | ✓         |
| 73  | Omaha                         | ✓       | ✓           |           |
| 74  | Rochester, NY                 | ✓       |             |           |
| 75  | Shreveport                    | ✓       |             |           |
| 76  | Springfield, MO               | ✓       |             | ✓         |
| 77  | Tucson-Nogales                | ✓       |             | ✓         |
| 78  | Paducah-C. Gird-Harbg-Mt. Vn. | ✓       |             |           |
| 79  | Portland-Auburn, ME           | ✓       |             |           |
| 80  | Champaign-Springfield-Decatur | ✓       |             |           |
| 81  | Huntsville-Decatur            | ✓       |             |           |
| 82  | Ft. Myers-Naples              | ✓       |             |           |
| 83  | Madison                       | ✓       |             |           |
| 84  | South Bend-Elkhart            | ✓       |             |           |
| 85  | Chattanooga                   | ✓       |             |           |
| 86  | Cedar Rapids-Waterloo-Dubuque | ✓       |             | ✓         |
| 87  | Columbia, SC                  | ✓       |             |           |
| 88  | Davenport-Rock Island-Moline  | ✓       |             | ✓         |
| 89  | Jackson, MS                   | ✓       |             |           |
| 90  | Burlington-Plattsburgh        | ✓       |             |           |
| 91  | Johnstown-Altoona             | ✓       |             |           |
| 92  | Tri-Cities, TN-VA             | ✓       |             |           |
| 93  | Colorado Springs-Pueblo       | ✓       |             | ✓         |
| 94  | Evansville                    | ✓       |             |           |
| 95  | Waco-Temple-Bryan             | ✓       |             |           |
| 96  | Youngstown                    | ✓       |             |           |
| 97  | Baton Rouge                   | ✓       |             |           |
| 98  | El Paso                       | ✓       |             | ✓         |
| 99  | Savannah                      | ✓       |             |           |
| 100 | Boise                         | ✓       |             | ✓         |
| 101 | Sioux City                    | ✓       |             | ✓         |

Source: Bates USA

**Exhibit 2**  
**Phase II Network Radio Ads for 12 Sites**  
**July–December 1998**

| Ad Title           | Bear Lake | Birmingham | Boston | Charleston | Cleveland | Dallas | Denver | Des Moines | Miami | Portland | San Diego | Washington, DC |
|--------------------|-----------|------------|--------|------------|-----------|--------|--------|------------|-------|----------|-----------|----------------|
| Chuck D            | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Don't              | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Everclear          | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| First High/Vomit   | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Girl Interview     | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Girlfriend         | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Meredith           | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Rob Never Be Me    | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Russell/I Did It   | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Russell/Kicked Out | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| So What            | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Tisa               | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |

Source: Bates USA



**Exhibit 3**  
**Phase II Spot Radio Ads for 12 Sites**  
**July–December 1998**

| Ad               | Bear Lake | Birmingham | Boston | Charleston | Cleveland | Dallas | Denver | Des Moines | Miami | Portland | San Diego | Washington, DC |
|------------------|-----------|------------|--------|------------|-----------|--------|--------|------------|-------|----------|-----------|----------------|
| 911              |           | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          |       | ✓        | ✓         |                |
| Chuck D          | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Convulsions/Sex  |           |            | ✓      | ✓          | ✓         | ✓      |        |            | ✓     | ✓        | ✓         | ✓              |
| Don't            | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Everclear        | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| First High/HIV   |           | ✓          | ✓      | ✓          | ✓         | ✓      |        |            | ✓     | ✓        | ✓         | ✓              |
| First High/Vomit |           | ✓          | ✓      | ✓          | ✓         | ✓      |        |            | ✓     | ✓        | ✓         | ✓              |
| Girlfriend       | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Hallway          | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Huffing          | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Meredith Brooks  | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Minimum Wage     | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Rob/Never Be Me  | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      |        |            | ✓     | ✓        | ✓         | ✓              |
| Russell/I Did It | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |

Source: Bates USA

**Exhibit 4**  
**Phase II Newspaper Advertising for 12 Sites**  
**July–December 1998**

| Publication            | Ad                     | Bear Lake | Birmingham | Boston | Charleston | Cleveland | Dallas | Denver | Des Moines | Miami | Portland | San Diego | Washington, DC |
|------------------------|------------------------|-----------|------------|--------|------------|-----------|--------|--------|------------|-------|----------|-----------|----------------|
| USA Today              | Disconnect             | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| USA Today              | Grandpa                | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| USA Today              | Are You Waiting?       | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| USA Today              | How to Talk            | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| USA Today              | Bob Payne              | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| USA Today              | Half as Uncomfortable  | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| USA Today              | America's Drug Problem | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| USA Today              | Grandma                | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| New York Times         | Disconnect             | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| New York Times         | Grandpa                | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| New York Times         | Are You Waiting?       | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Local Papers – Top 100 | Disconnect             |           | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Top 100                | Grandpa                |           | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Top 25 + Phase 1 (31)  | Are You Waiting?       |           |            | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Top 100                | How to Talk            |           | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Top 100 + Phase 1 (31) | Bob Payne              |           |            | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Top 100 + Phase 1 (31) | Half as Uncomfortable  |           |            | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Top 100 + Phase 1 (31) | America's Drug Problem |           |            | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Top 100 + Phase 1 (31) | Grandma                |           |            | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |

Source: Bates USA

**Exhibit 5**  
**Phase II Top 100 Newspapers\***  
**July-December 1998**

| 1998 SRDS DMA | DMA/City Description              | State | Newspaper                                                                  |
|---------------|-----------------------------------|-------|----------------------------------------------------------------------------|
| 1             | New York                          | NY    | The New York Times                                                         |
| 2             | Los Angeles                       | CA    | Los Angeles Times                                                          |
| 3             | Chicago                           | IL    | Chicago Tribune                                                            |
| 4             | Philadelphia                      | PA    | Philadelphia Inquirer/Daily News                                           |
| 5             | San Francisco-Oakland-San Jose    | CA    | San Francisco Chronicle/Examiner                                           |
| 6             | Boston                            | MA    | The Boston Globe                                                           |
| 7             | Washington                        | DC    | The Washington Post<br>Washington Times                                    |
| 8             | Dallas-Ft. Worth                  | TX    | The Dallas Morning News<br>Fort Worth Star-Telegram                        |
| 9             | Detroit                           | MI    | Detroit Free Press/News<br>Tampa Tribune                                   |
| 16            | Miami-Ft. Lauderdale              | FL    | The Miami Herald<br>Sun Sentinel                                           |
| 17            | Phoenix                           | AZ    | Arizona Republic                                                           |
| 18            | Denver                            | CO    | Denver Post<br>Rocky Mountain News                                         |
| 19            | Pittsburgh                        | PA    | Pittsburgh Post-Gazette                                                    |
| 20            | Sacramento-Stktr.-Modesto         | CA    | Sacramento Bee                                                             |
| 21            | St. Louis                         | MO    | St. Louis Post-Dispatch                                                    |
| 22            | Orlando-Daytona Beach-Melbourne   | FL    | The Orlando Sentinel                                                       |
| 23            | Baltimore                         | MD    | Baltimore Sun                                                              |
| 24            | Portland                          | OR    | Oregonian                                                                  |
| 25            | Indianapolis                      | IN    | Indianapolis Star/News                                                     |
| 26            | San Diego                         | CA    | San Diego Union-Tribune                                                    |
| 27            | Hartford-New Haven                | CT    | The Hartford Courant<br>New Haven Register                                 |
| 28            | Charlotte                         | NC    | The Charlotte Observer                                                     |
| 29            | Raleigh-Durham                    | NC    | The News & Observer                                                        |
| 30            | Cincinnati                        | OH    | Cincinnati Enquirer & Post                                                 |
| 31            | Kansas City                       | MO    | The Kansas City Star                                                       |
| 32            | Milwaukee                         | WI    | Milwaukee Journal Sentinel                                                 |
| 33            | Nashville                         | TN    | The Tennessean                                                             |
| 34            | Columbus                          | OH    | The Columbia Dispatch                                                      |
| 35            | Greenville-Spart-Ashevi-And       | SC    | Greenville News/Piedmont                                                   |
| 36            | Salt Lake City                    | UT    | Salt Lake City Desert News/Tribune                                         |
| 37            | Grand Rapids-Kalamazoo-B Creek    | MI    | Grand Rapids Press                                                         |
| 38            | San Antonio                       | TX    | San Antonio Express-News                                                   |
| 39            | Norfolk-Portsmouth-Newport News   | VA    | The Virginia-Pilot                                                         |
| 40            | Buffalo                           | NY    | The Buffalo News                                                           |
| 41            | New Orleans                       | LA    | Times-Picayune                                                             |
| 42            | Memphis                           | TN    | The Commercial Appeal                                                      |
| 43            | West Palm Beach-Ft. Pierce        | FL    | The Palm Beach Post                                                        |
| 44            | Oklahoma City                     | OK    | Daily Oklahoman                                                            |
| 45            | Harrisburg-Lancaster-Lebanon-York | PA    | The Patriot-News<br>Intelligence Journal/Lancaster New E.<br>York Dispatch |
| 46            | Greensboro-High Point-W. Salem    | NC    | The News & Record<br>Winston-Salem Journal                                 |

\*Ad space was purchased in these newspapers.

Appendix A: Phase II Intervention by Market

| 1998 SRDS DMA | DMA/City Description          | State | Newspaper                            |
|---------------|-------------------------------|-------|--------------------------------------|
| 47            | Wilkes Barre-Scranton         | PA    | The Scranton Tribune/Times           |
| 48            | Albuquerque-Santa Fe          | NM    | Albuquerque Journal/Tribune          |
| 49            | Providence-New Bedford        | RI    | Providence Journal-Bulletin          |
| 50            | Louisville                    | KY    | The Courier-Journal                  |
| 51            | Birmingham                    | AL    | Birmingham Post-Herald/News          |
| 52            | Albany-Schenectady-Troy       | NY    | Albany Times Union                   |
| 53            | Dayton                        | OH    | Dayton Daily News                    |
| 54            | Jacksonville-Brunswick        | FL    | The Florida Times Union              |
| 55            | Fresno-Visalia                | CA    | The Fresno Bee                       |
| 56            | Little Rock-Pine Bluff        | AR    | The Arkansas Democrat-Gazette        |
| 57            | Charleston-Huntington         | NC    | Charleston Gazette/Daily Mail        |
| 58            | Tulsa                         | OK    | Tulsa World                          |
| 59            | Richmond-Petersburg           | VA    | Richmond Times Dispatch              |
| 60            | Austin                        | TX    | The Austin American-Statesman        |
| 61            | Las Vegas                     | NV    | Las Vegas Review-Journal/Sun         |
| 62            | Mobile-Pensacola              | AL/FL | Mobile Press Register                |
|               |                               |       | Pensacola News Journal               |
| 63            | Flint-Saginaw-Bay City        | MI    | Flint Journal                        |
| 64            | Knoxville                     | TN    | The Knoxville News-Sentinel          |
| 65            | Wichita-Hutchinson Plus       | KS    | The Wichita Eagle                    |
| 66            | Toledo                        | OH    | The Blade                            |
| 67            | Lexington                     | KY    | Lexington Herald-Leader              |
| 68            | Roanoke-Lynchburg             | VA    | The Roanoke Times                    |
| 69            | Des Moines-Ames               | IA    | The Des Moines Register              |
| 70            | Green Bay-Appleton            | WI    | The Post-Crescent                    |
|               |                               |       | Green Bay Press-Gazette              |
| 71            | Honolulu                      | HI    | Honolulu Advertiser/Star-Bulletin    |
| 72            | Syracuse                      | NY    | Post-Standard/Herald-Journal         |
| 73            | Spokane                       | WA    | The Spokesman-Review                 |
| 74            | Omaha                         | NE    | Omaha World-Herald                   |
| 75            | Rochester                     | NY    | Democrat and Chronicle               |
| 76            | Shreveport                    | LA    | The Times                            |
| 77            | Springfield                   | MO    | Springfield News-Leader              |
| 78            | Tucson-Nogales                | AZ    | Tucson Citizen/Arizona Star          |
| 79            | Paducah-C. Gird-Harbg-Mt Vn   | KY/IL | The Paducah Sun                      |
|               |                               |       | Southern Illinoisan                  |
| 80            | Portland-Auburn               | ME    | Portland Press-Herald/Telegram       |
| 81            | Champaign-Springfield-Decatur | IL    | State Journal-Register               |
|               |                               |       | The News-Gazette                     |
| 82            | Huntsville-Decatur            | IL    | Huntsville Times & News              |
| 83            | Ft. Myers-Naples              | FL    | News-Press                           |
| 84            | Madison                       | WI    | Wisconsin State Journal/ The Capital |
| 85            | South Bend-Elkhart            | IN    | South Bend Tribune                   |
| 86            | Chattanooga                   | TN    | Chattanooga Free Press/Times         |
| 87            | Cedar Rapids-Waterloo-Dubuque | IA    | Cedar Rapids Gazette                 |
| 88            | Columbia                      | SC    | The State                            |
| 89            | Davenport-Rock Island-Moline  | IN/IA | Quad-City Times                      |
| 90            | Jackson                       | MS    | The Clarion-Ledger                   |
| 91            | Burlington-Plattsburgh        |       | Burlington Free Press                |
| 92            | Johnstown-Altoona             | PA    | The Tribune-Democrat                 |
|               |                               |       | Altoona Mirror                       |
| 93            | Tri-Cities                    | VA/TN | The Kingsport Times-News             |
|               |                               |       | The Bristol Herald-Courier           |
| 94            | Colorado Springs-Pueblo       | CO    | The Gazette-Telegraph                |
| 95            | Evansville                    | IN    | Evansville Courier/Press             |

# **Investing in Our Nation's Youth (Final Report)**

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| 1998 SRDS DMA | DMA/City Description | State | Newspaper             |
|---------------|----------------------|-------|-----------------------|
| 96            | Waco-Temple-Bryan    | TX    | Waco Tribune-Herald   |
| 97            | Youngstown           | OH    | The Vindicator        |
| 98            | Baton Rouge          | LA    | Advocate              |
| 99            | El Paso              | TX    | El Paso Times         |
| 100           | Savannah             | GA    | Savannah Morning News |
| N/A           | Sioux City           | IA    | Sioux City Journal    |

Source: Bates USA



**Exhibit 6**  
**Phase II Magazines and Campaign Ads Purchased**  
**July–December 1998**

| Publication                   | Ad                     | Bear Lake | Birmingham | Boston | Charleston | Cleveland | Dallas | Denver | Des Moines | Miami | Portland | San Diego | Washington, DC |
|-------------------------------|------------------------|-----------|------------|--------|------------|-----------|--------|--------|------------|-------|----------|-----------|----------------|
| Family Circle                 | Dangerous Objects      | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Family Circle                 | Are You Waiting?       | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Family Circle                 | Disconnect             | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| US News                       | Poison Ivy             | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| US News                       | Dangerous Objects      | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| US News                       | Are You Waiting?       | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| US News                       | Grandpa                | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| US News                       | How to Talk            | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| US News                       | Poison Ivy             | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| MLS Free Kick 4th ed.         | Disconnect             | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| MLS All-Star Game Program     | Poison Ivy             | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Parade                        | Are You Waiting?       | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Parade                        | How to Talk            | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Reader's Digest               | (Booklet)              | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Reader's Digest               | Grandpa                | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Reader's Digest               | Grandma                | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| People                        | Dangerous Objects      | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| People                        | Are You Waiting?       | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| People                        | How to Talk            | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| People                        | America's Drug Problem | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Entertainment Weekly          | Dangerous Objects      | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Entertainment Weekly          | Are You Waiting?       | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Entertainment Weekly          | Half as Uncomfortable  | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Entertainment Weekly          | America's Drug Problem | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Time                          | Dangerous Objects      | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Time                          | Are You Waiting?       | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Time                          | How to Talk            | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Time                          | America's Drug Problem | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Southern Christ. Leader Conf. | Grandma                | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Sports Magazine               | Habit-Glove            | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Newsweek                      | Half as Uncomfortable  | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Newsweek                      | Are You Waiting?       | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Teen                          | Dysfunctional Monkey   | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| SI for Kids                   | I'm Free – Biker       | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |

Source: Bates USA

**Exhibit 7**  
**Phase II Ads Airing on In-School Channel One in 12 Sites**  
**July-December 1998**

**Channel One Middle Schools**

| Ad            | Bear Lake                                 | Birmingham | Boston | Charleston | Cleveland | Dallas | Denver | Des Moines | Miami | Portland | San Diego | Washington, DC |
|---------------|-------------------------------------------|------------|--------|------------|-----------|--------|--------|------------|-------|----------|-----------|----------------|
|               | Number of Times Ads Were Purchased to Air |            |        |            |           |        |        |            |       |          |           |                |
| Average Kid   | 1                                         | 1          | 1      | 1          | 1         | 1      | 1      | 1          | 1     | 1        | 1         | 1              |
| Cafeteria     | 4                                         | 4          | 4      | 4          | 4         | 4      | 4      | 4          | 4     | 4        | 4         | 4              |
| Brothers      | 6                                         | 6          | 6      | 6          | 6         | 6      | 6      | 6          | 6     | 6        | 6         | 6              |
| Girlfriend    | 4                                         | 4          | 4      | 4          | 4         | 4      | 4      | 4          | 4     | 4        | 4         | 4              |
| Long Way Home | 5                                         | 5          | 5      | 5          | 5         | 5      | 5      | 5          | 5     | 5        | 5         | 5              |
| Play by Play  | 6                                         | 6          | 6      | 6          | 6         | 6      | 6      | 6          | 6     | 6        | 6         | 6              |
| What I Need   | 5                                         | 5          | 5      | 5          | 5         | 5      | 5      | 5          | 5     | 5        | 5         | 5              |

**Channel One High Schools**

|                    |                                           |   |   |   |   |   |   |   |   |   |   |   |
|--------------------|-------------------------------------------|---|---|---|---|---|---|---|---|---|---|---|
|                    | Number of Times Ads Were Purchased to Air |   |   |   |   |   |   |   |   |   |   |   |
| April/Shallow Love | 2                                         | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Girlfriend         | 1                                         | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| I'm Free           | 1                                         | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Jason/Mom          | 2                                         | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Layla              | 4                                         | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| Meredith Brooks    | 1                                         | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Moment of Truth    | 2                                         | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Rite of Passage    | 2                                         | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |

Source: Bates USA

**Exhibit 8**  
**Phase II In-School Cover Concepts/Gymboards in 12 Sites**  
**July–December 1998**

| Creative          | Bear Lake | Birmingham | Boston | Charleston | Cleveland | Dallas | Denver | Des Moines | Miami | Portland | San Diego | Washington, DC |
|-------------------|-----------|------------|--------|------------|-----------|--------|--------|------------|-------|----------|-----------|----------------|
| Cover Concepts    |           |            |        |            |           |        |        |            |       |          |           |                |
| 50% I'm Free/Surf |           | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| 50% I'm Free/Bike |           | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| 100% Proj Know    |           | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| (spine/flap)      |           |            |        |            |           |        |        |            |       |          |           |                |
| Gymboards         |           |            |        |            |           |        |        |            |       |          |           |                |
| Drugs Do You      |           | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |

Source: Bates USA

**Exhibit 9**  
**Phase II Cinema/Arcade Screenvision, Cinespot, Channel M Ads in 12 Sites**  
**July–December 1998**

| Ad             | Bear Lake | Birmingham | Boston | Charleston | Cleveland | Dallas | Denver | Des Moines | Miami | Portland | San Diego | Washington, DC |
|----------------|-----------|------------|--------|------------|-----------|--------|--------|------------|-------|----------|-----------|----------------|
| Adrenaline     |           | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      |            |       | ✓        | ✓         | ✓              |
| Everclear      |           | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      |            |       | ✓        | ✓         | ✓              |
| Frying Pan     |           | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Girl Interview |           |            | ✓      |            |           | ✓      |        |            |       |          |           | ✓              |
| I'm Free       |           | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| Long Way Home  |           | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |
| My Reward      |           | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      | ✓          | ✓     | ✓        | ✓         | ✓              |

Source: Bates USA

**Exhibit 10**  
**Phase II Theatre Radio Network (TRN) Purchases in 12 Sites**  
**July–December 1998**

| Creative           | Bear Lake | Birmingham | Boston | Charleston | Cleveland | Dallas | Denver | Des Moines | Miami | Portland | San Diego | Washington, DC |
|--------------------|-----------|------------|--------|------------|-----------|--------|--------|------------|-------|----------|-----------|----------------|
| Don't              | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      |            | ✓     | ✓        | ✓         | ✓              |
| Girl Power         | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      |            | ✓     | ✓        | ✓         | ✓              |
| Girl Interview     | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      |            | ✓     | ✓        | ✓         | ✓              |
| Excuse Me          | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      |            | ✓     | ✓        | ✓         | ✓              |
| Russell/I Did It   | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      |            | ✓     | ✓        | ✓         | ✓              |
| Russell/Kicked Out | ✓         | ✓          | ✓      | ✓          | ✓         | ✓      | ✓      |            | ✓     | ✓        | ✓         | ✓              |

Source: Bates USA



**Exhibit 11**  
**Phase II Television Ads As Delivered Commercial Activity in 12 Select Markets,**  
**National and Local Activity Combined**

| Commercial               | Bear Lake (Salt Lake City) <sup>1</sup> |            |           |            | Birmingham |            |           |            | Boston |            |           |            |
|--------------------------|-----------------------------------------|------------|-----------|------------|------------|------------|-----------|------------|--------|------------|-----------|------------|
|                          | Spots                                   | Adult GRPs | Teen GRPs | Youth GRPs | Spots      | Adult GRPs | Teen GRPs | Youth GRPs | Spots  | Adult GRPs | Teen GRPs | Youth GRPs |
| 911                      | 15                                      | 33         | 77        | 50         | 0          | 0          | 0         | 0          | 0      | 0          | 0         | 0          |
| Adrenaline               | 229                                     | 70         | 188       | 157        | 244        | 88         | 218       | 177        | 260    | 63         | 191       | 210        |
| <b>Alex Straight A's</b> | 274                                     | 122        | 252       | 214        | 269        | 120        | 253       | 219        | 276    | 99         | 211       | 216        |
| Any Way You Can          | 126                                     | 203        | 177       | 149        | 139        | 214        | 196       | 172        | 127    | 150        | 153       | 132        |
| April/Shallow Love       | 45                                      | 26         | 51        | 42         | 73         | 66         | 139       | 95         | 63     | 24         | 53        | 55         |
| Average Kid              | 116                                     | 79         | 192       | 191        | 101        | 55         | 148       | 143        | 128    | 41         | 147       | 183        |
| Basketball               | 0                                       | 0          | 0         | 0          | 0          | 0          | 0         | 0          | 0      | 0          | 0         | 0          |
| Battery Acid             | 0                                       | 0          | 0         | 0          | 0          | 0          | 0         | 0          | 0      | 0          | 0         | 0          |
| Brothers                 | 27                                      | 26         | 56        | 80         | 61         | 53         | 141       | 114        | 41     | 18         | 61        | 58         |
| <b>Burbs</b>             | 103                                     | 76         | 73        | 66         | 103        | 78         | 81        | 72         | 103    | 64         | 73        | 70         |
| Cafeteria                | 54                                      | 25         | 59        | 90         | 51         | 53         | 135       | 92         | 37     | 16         | 46        | 54         |
| Car                      | 27                                      | 82         | 70        | 57         | 38         | 89         | 79        | 75         | 26     | 51         | 54        | 39         |
| Ceiling Tiles            | 152                                     | 32         | 69        | 64         | 152        | 37         | 82        | 76         | 152    | 38         | 85        | 82         |
| Chuck D                  | 23                                      | 14         | 44        | 35         | 39         | 43         | 107       | 72         | 30     | 20         | 72        | 50         |
| Cleaner Girl             | 14                                      | 33         | 77        | 50         | 0          | 0          | 0         | 0          | 0      | 0          | 0         | 0          |
| Deal                     | 1                                       | 2          | 2         | 2          | 1          | 2          | 2         | 2          | 1      | 2          | 1         | 1          |
| <b>Drowning</b>          | 155                                     | 68         | 109       | 91         | 151        | 54         | 87        | 77         | 186    | 55         | 137       | 147        |
| Everclear                | 279                                     | 82         | 174       | 154        | 281        | 91         | 221       | 189        | 293    | 81         | 214       | 218        |
| Express Yourself         | 5                                       | 5          | 12        | 10         | 15         | 15         | 28        | 23         | 5      | 4          | 9         | 9          |
| Free Ride                | 0                                       | 0          | 0         | 0          | 0          | 0          | 0         | 0          | 0      | 0          | 0         | 0          |
| <b>Frying Pan</b>        | 75                                      | 119        | 119       | 86         | 92         | 158        | 203       | 110        | 77     | 94         | 100       | 78         |
| <b>Girl Interview</b>    | 76                                      | 15         | 47        | 74         | 67         | 38         | 87        | 62         | 58     | 14         | 39        | 42         |
| <b>Girlfriend</b>        | 66                                      | 168        | 171       | 160        | 80         | 177        | 185       | 181        | 63     | 113        | 116       | 124        |
| HIV/Convulsions          | 0                                       | 0          | 0         | 0          | 0          | 0          | 0         | 0          | 11     | 10         | 27        | 26         |
| House                    | 20                                      | 34         | 42        | 34         | 33         | 42         | 50        | 55         | 20     | 14         | 20        | 19         |
| I'm Free                 | 225                                     | 53         | 123       | 109        | 247        | 84         | 202       | 164        | 258    | 59         | 168       | 181        |
| Jason/Mom                | 104                                     | 33         | 98        | 74         | 107        | 47         | 115       | 85         | 104    | 28         | 82        | 86         |
| Johnny Street            | 0                                       | 0          | 0         | 0          | 0          | 0          | 0         | 0          | 0      | 0          | 0         | 0          |
| Kitchen                  | 169                                     | 202        | 192       | 158        | 179        | 202        | 196       | 172        | 170    | 146        | 173       | 148        |
| Lauryn Hill              | 9                                       | 1          | 3         | 3          | 9          | 2          | 4         | 4          | 9      | 2          | 4         | 4          |
| <b>Layla</b>             | 58                                      | 35         | 96        | 72         | 99         | 88         | 213       | 193        | 113    | 41         | 160       | 167        |
| Lightbulb                | 2                                       | 3          | 4         | 1          | 1          | 1          | 1         | 0          | 1      | 1          | 0         | 0          |
| <b>Long Way Home</b>     | 48                                      | 14         | 44        | 76         | 30         | 22         | 52        | 48         | 31     | 9          | 31        | 41         |
| Meredith Brooks          | 49                                      | 54         | 76        | 58         | 73         | 101        | 179       | 94         | 53     | 45         | 70        | 55         |
| Moment of Truth          | 85                                      | 86         | 191       | 204        | 66         | 83         | 182       | 152        | 100    | 48         | 146       | 186        |
| My Reward                | 116                                     | 140        | 96        | 77         | 122        | 150        | 118       | 108        | 119    | 116        | 116       | 94         |
| Needle                   | 1                                       | 0          | 0         | 0          | 1          | 0          | 0         | 0          | 12     | 10         | 28        | 27         |
| Noses                    | 5                                       | 6          | 11        | 8          | 0          | 0          | 0         | 0          | 0      | 0          | 0         | 0          |
| <b>O'Connor</b>          | 180                                     | 151        | 154       | 140        | 191        | 153        | 162       | 161        | 176    | 106        | 125       | 122        |
| Perfect Age              | 7                                       | 26         | 22        | 19         | 7          | 26         | 23        | 19         | 7      | 19         | 17        | 16         |
| Play by Play             | 41                                      | 32         | 66        | 95         | 56         | 39         | 100       | 75         | 48     | 20         | 49        | 59         |
| Pot Head                 | 0                                       | 0          | 0         | 0          | 0          | 0          | 0         | 0          | 0      | 0          | 0         | 0          |
| <b>Rite of Passage</b>   | 53                                      | 29         | 82        | 61         | 53         | 22         | 63        | 47         | 49     | 16         | 52        | 53         |
| Rob Never Be Me          | 41                                      | 17         | 33        | 33         | 54         | 44         | 93        | 71         | 47     | 16         | 39        | 47         |
| Sex/Stealing             | 0                                       | 0          | 0         | 0          | 0          | 0          | 0         | 0          | 12     | 10         | 30        | 31         |
| Spoon Feeding            | 4                                       | 11         | 10        | 6          | 13         | 22         | 27        | 37         | 4      | 7          | 6         | 5          |
| Sublime                  | 0                                       | 0          | 0         | 0          | 0          | 0          | 0         | 0          | 0      | 0          | 0         | 0          |
| Teeth                    | 29                                      | 4          | 10        | 10         | 31         | 7          | 15        | 17         | 41     | 16         | 44        | 44         |
| <b>Under Your Nose</b>   | 64                                      | 63         | 51        | 43         | 64         | 64         | 56        | 46         | 64     | 51         | 48        | 44         |
| What I Need              | 9                                       | 2          | 8         | 6          | 25         | 32         | 74        | 47         | 13     | 4          | 18        | 17         |

Source: Bates USA. The information above is based on the "as delivered" television media activity for the evaluation period.

Note: Ads that were included in the survey instruments appear in bold and italics.

<sup>1</sup> Because Bear Lake is such a small market, the GRP data are for Salt Lake City, which is one of the top 100 markets and which is how Bear Lake received its exposure.

## Exhibit 11 (continued)

| Commercial               | Charleston |            |           |            | Cleveland |            |           |            | Dallas/Ft. Worth |            |           |            |
|--------------------------|------------|------------|-----------|------------|-----------|------------|-----------|------------|------------------|------------|-----------|------------|
|                          | Spots      | Adult GRPs | Teen GRPs | Youth GRPs | Spots     | Adult GRPs | Teen GRPs | Youth GRPs | Spots            | Adult GRPs | Teen GRPs | Youth GRPs |
| 911                      | 0          | 0          | 0         | 0          | 0         | 0          | 0         | 0          | 11               | 21         | 68        | 34         |
| Adrenaline               | 250        | 182        | 316       | 220        | 238       | 106        | 266       | 189        | 229              | 50         | 266       | 163        |
| <b>Alex Straight A's</b> | 271        | 143        | 232       | 224        | 263       | 108        | 260       | 228        | 272              | 89         | 334       | 228        |
| Any Way You Can          | 141        | 264        | 172       | 148        | 138       | 210        | 190       | 161        | 121              | 146        | 157       | 140        |
| April/Shallow Love       | 79         | 148        | 228       | 127        | 61        | 69         | 120       | 69         | 43               | 18         | 47        | 45         |
| Average Kid              | 81         | 55         | 100       | 102        | 101       | 85         | 373       | 269        | 109              | 69         | 395       | 250        |
| Basketball               | 0          | 0          | 0         | 0          | 0         | 0          | 0         | 0          | 0                | 0          | 0         | 0          |
| Battery Acid             | 0          | 0          | 0         | 0          | 0         | 0          | 0         | 0          | 0                | 0          | 0         | 0          |
| Brothers                 | 51         | 75         | 132       | 93         | 29        | 24         | 86        | 79         | 54               | 65         | 259       | 169        |
| <b>Burbs</b>             | 103        | 92         | 78        | 75         | 103       | 75         | 81        | 78         | 103              | 62         | 77        | 72         |
| Cafeteria                | 57         | 98         | 145       | 102        | 30        | 20         | 73        | 57         | 48               | 45         | 199       | 113        |
| Car                      | 49         | 166        | 101       | 51         | 48        | 130        | 131       | 70         | 23               | 54         | 49        | 42         |
| Ceiling Tiles            | 152        | 41         | 83        | 80         | 152       | 37         | 82        | 79         | 152              | 29         | 69        | 64         |
| Chuck D                  | 37         | 46         | 101       | 74         | 25        | 14         | 61        | 50         | 49               | 51         | 212       | 123        |
| Cleaner Girl             | 0          | 0          | 0         | 0          | 0         | 0          | 0         | 0          | 11               | 21         | 68        | 34         |
| Deal                     | 1          | 3          | 2         | 2          | 1         | 2          | 2         | 2          | 1                | 2          | 2         | 2          |
| <b>Drowning</b>          | 148        | 55         | 82        | 79         | 148       | 48         | 81        | 78         | 163              | 46         | 214       | 106        |
| Everclear                | 283        | 109        | 207       | 195        | 274       | 89         | 229       | 206        | 271              | 60         | 154       | 147        |
| Express Yourself         | 5          | 6          | 11        | 11         | 5         | 5          | 12        | 12         | 5                | 4          | 13        | 12         |
| Free Ride                | 0          | 0          | 0         | 0          | 0         | 0          | 0         | 0          | 0                | 0          | 0         | 0          |
| <b>Frying Pan</b>        | 116        | 284        | 326       | 187        | 103       | 194        | 242       | 139        | 74               | 94         | 126       | 95         |
| <b>Girl Interview</b>    | 63         | 35         | 76        | 58         | 57        | 14         | 64        | 69         | 78               | 49         | 186       | 100        |
| <b>Girlfriend</b>        | 99         | 322        | 243       | 181        | 86        | 200        | 213       | 173        | 66               | 124        | 160       | 163        |
| HIV/Convulsions          | 0          | 0          | 0         | 0          | 0         | 0          | 0         | 0          | 11               | 21         | 68        | 34         |
| House                    | 43         | 108        | 74        | 30         | 37        | 70         | 83        | 36         | 17               | 17         | 18        | 13         |
| I'm Free                 | 259        | 197        | 324       | 219        | 244       | 132        | 211       | 160        | 218              | 39         | 103       | 104        |
| Jason/Mom                | 134        | 199        | 205       | 114        | 116       | 89         | 216       | 118        | 96               | 25         | 52        | 42         |
| Johnny Street            | 0          | 0          | 0         | 0          | 0         | 0          | 0         | 0          | 0                | 0          | 0         | 0          |
| Kitchen                  | 190        | 299        | 214       | 153        | 186       | 225        | 228       | 162        | 171              | 151        | 196       | 158        |
| Lauryn Hill              | 9          | 2          | 4         | 4          | 9         | 2          | 4         | 4          | 9                | 1          | 3         | 3          |
| <b>Layla</b>             | 122        | 317        | 367       | 223        | 97        | 155        | 305       | 188        | 92               | 79         | 348       | 198        |
| Lightbulb                | 11         | 27         | 24        | 8          | 13        | 20         | 15        | 4          | 1                | 1          | 1         | 0          |
| <b>Long Way Home</b>     | 25         | 9          | 21        | 30         | 25        | 7          | 22        | 31         | 28               | 9          | 35        | 41         |
| Meredith Brooks          | 131        | 361        | 416       | 239        | 83        | 175        | 233       | 111        | 74               | 94         | 288       | 157        |
| Moment of Truth          | 70         | 101        | 168       | 158        | 55        | 57         | 185       | 155        | 67               | 59         | 241       | 190        |
| My Reward                | 125        | 192        | 121       | 93         | 131       | 160        | 122       | 97         | 118              | 114        | 112       | 91         |
| Needle                   | 1          | 0          | 0         | 0          | 1         | 0          | 0         | 0          | 12               | 21         | 69        | 34         |
| Noses                    | 0          | 0          | 0         | 0          | 0         | 0          | 0         | 0          | 0                | 0          | 0         | 0          |
| <b>O'Connor</b>          | 193        | 211        | 169       | 145        | 192       | 157        | 153       | 138        | 170              | 99         | 115       | 110        |
| Perfect Age              | 7          | 31         | 21        | 20         | 7         | 25         | 22        | 22         | 7                | 21         | 25        | 23         |
| Play by Play             | 60         | 63         | 111       | 92         | 42        | 26         | 79        | 68         | 62               | 49         | 186       | 118        |
| Pot Head                 | 0          | 0          | 0         | 0          | 0         | 0          | 0         | 0          | 0                | 0          | 0         | 0          |
| <b>Rite of Passage</b>   | 63         | 59         | 104       | 83         | 54        | 51         | 68        | 61         | 46               | 13         | 51        | 45         |
| Rob Never Be Me          | 41         | 20         | 35        | 37         | 41        | 17         | 36        | 39         | 49               | 25         | 95        | 72         |
| Sex/Stealing             | 0          | 0          | 0         | 0          | 0         | 0          | 0         | 0          | 11               | 21         | 68        | 34         |
| Spoon Feeding            | 13         | 36         | 29        | 12         | 19        | 35         | 27        | 14         | 3                | 7          | 7         | 5          |
| Sublime                  | 0          | 0          | 0         | 0          | 0         | 0          | 0         | 0          | 0                | 0          | 0         | 0          |
| Teeth                    | 29         | 5          | 13        | 13         | 29        | 5          | 12        | 12         | 40               | 25         | 77        | 43         |
| <b>Under Your Nose</b>   | 64         | 78         | 53        | 48         | 64        | 61         | 55        | 50         | 64               | 51         | 54        | 47         |
| What I Need              | 26         | 51         | 91        | 60         | 8         | 1          | 3         | 3          | 37               | 32         | 256       | 102        |

Source: Bates USA. The information above is based on the "as delivered" television media activity for the evaluation period.

Note: Ads that were included in the survey instruments appear in bold and italics.

## Exhibit 11 (continued)

| Commercial               | Denver |            |           |            | Des Moines |            |           |            | Miami |            |           |            |
|--------------------------|--------|------------|-----------|------------|------------|------------|-----------|------------|-------|------------|-----------|------------|
|                          | Spots  | Adult GRPs | Teen GRPs | Youth GRPs | Spots      | Adult GRPs | Teen GRPs | Youth GRPs | Spots | Adult GRPs | Teen GRPs | Youth GRPs |
| 911                      | 35     | 67         | 250       | 140        | 0          | 0          | 0         | 0          | 0     | 0          | 0         | 0          |
| Adrenaline               | 214    | 47         | 145       | 134        | 214        | 60         | 129       | 139        | 222   | 60         | 204       | 211        |
| <b>Alex Straight A's</b> | 275    | 148        | 409       | 332        | 266        | 145        | 246       | 256        | 272   | 135        | 320       | 262        |
| Any Way You Can          | 121    | 151        | 193       | 148        | 154        | 341        | 277       | 262        | 121   | 178        | 179       | 138        |
| April/Shallow Love       | 43     | 19         | 58        | 48         | 46         | 37         | 51        | 52         | 43    | 23         | 55        | 46         |
| Average Kid              | 73     | 48         | 121       | 105        | 99         | 102        | 183       | 192        | 105   | 79         | 323       | 274        |
| Basketball               | 0      | 0          | 0         | 0          | 0          | 0          | 0         | 0          | 0     | 0          | 0         | 0          |
| Battery Acid             | 0      | 0          | 0         | 0          | 0          | 0          | 0         | 0          | 0     | 0          | 0         | 0          |
| Brothers                 | 36     | 73         | 277       | 159        | 33         | 24         | 72        | 69         | 49    | 60         | 210       | 163        |
| <b>Burbs</b>             | 103    | 65         | 95        | 78         | 103        | 106        | 81        | 82         | 103   | 77         | 92        | 77         |
| Cafeteria                | 65     | 79         | 307       | 179        | 36         | 30         | 81        | 81         | 55    | 70         | 239       | 185        |
| Car                      | 19     | 47         | 48        | 35         | 52         | 164        | 157       | 143        | 19    | 55         | 42        | 31         |
| Ceiling Tiles            | 152    | 32         | 82        | 73         | 152        | 40         | 76        | 74         | 152   | 38         | 89        | 81         |
| Chuck D                  | 21     | 20         | 110       | 39         | 22         | 17         | 40        | 38         | 32    | 31         | 128       | 91         |
| Cleaner Girl             | 57     | 76         | 298       | 174        | 0          | 0          | 0         | 0          | 2     | 6          | 26        | 8          |
| Deal                     | 1      | 2          | 2         | 2          | 1          | 4          | 2         | 2          | 1     | 2          | 2         | 2          |
| <b>Drowning</b>          | 148    | 42         | 82        | 73         | 172        | 121        | 161       | 150        | 156   | 54         | 142       | 151        |
| Everclear                | 273    | 94         | 243       | 218        | 280        | 104        | 214       | 213        | 291   | 108        | 320       | 291        |
| Express Yourself         | 5      | 4          | 16        | 13         | 5          | 7          | 13        | 14         | 5     | 5          | 14        | 11         |
| Free Ride                | 0      | 0          | 0         | 0          | 0          | 0          | 0         | 0          | 0     | 0          | 0         | 0          |
| <b>Frying Pan</b>        | 77     | 113        | 186       | 129        | 83         | 202        | 159       | 135        | 74    | 115        | 142       | 92         |
| <b>Girl Interview</b>    | 54     | 23         | 49        | 47         | 51         | 8          | 19        | 19         | 63    | 34         | 124       | 98         |
| <b>Girlfriend</b>        | 84     | 141        | 314       | 209        | 96         | 298        | 269       | 280        | 60    | 140        | 165       | 141        |
| HIV/Convulsions          | 0      | 0          | 0         | 0          | 0          | 0          | 0         | 0          | 4     | 2          | 27        | 36         |
| House                    | 15     | 10         | 13        | 11         | 39         | 81         | 102       | 92         | 15    | 12         | 12        | 11         |
| I'm Free                 | 221    | 59         | 142       | 128        | 230        | 96         | 148       | 150        | 228   | 63         | 212       | 204        |
| Jason/Mom                | 106    | 63         | 189       | 143        | 104        | 38         | 109       | 102        | 104   | 44         | 127       | 96         |
| Johnny Street            | 0      | 0          | 0         | 0          | 0          | 0          | 0         | 0          | 0     | 0          | 0         | 0          |
| Kitchen                  | 160    | 141        | 183       | 138        | 190        | 313        | 257       | 236        | 160   | 166        | 175       | 135        |
| Laurn Hill               | 9      | 1          | 3         | 3          | 9          | 1          | 3         | 3          | 9     | 2          | 4         | 4          |
| <b>Layla</b>             | 97     | 75         | 354       | 181        | 53         | 39         | 77        | 75         | 73    | 75         | 235       | 221        |
| Lightbulb                | 1      | 1          | 1         | 0          | 1          | 1          | 1         | 0          | 1     | 1          | 1         | 0          |
| <b>Long Way Home</b>     | 25     | 6          | 27        | 33         | 25         | 10         | 22        | 35         | 31    | 26         | 78        | 83         |
| Meredith Brooks          | 67     | 62         | 201       | 101        | 46         | 71         | 73        | 66         | 55    | 59         | 155       | 92         |
| Moment of Truth          | 83     | 113        | 393       | 271        | 67         | 116        | 188       | 212        | 65    | 79         | 235       | 228        |
| My Reward                | 115    | 116        | 121       | 89         | 115        | 193        | 102       | 93         | 117   | 140        | 126       | 100        |
| Needle                   | 1      | 0          | 0         | 0          | 1          | 0          | 0         | 0          | 7     | 4          | 41        | 54         |
| Noses                    | 0      | 0          | 0         | 0          | 12         | 21         | 63        | 59         | 12    | 25         | 73        | 48         |
| <b>O'Connor</b>          | 170    | 104        | 141       | 120        | 203        | 253        | 227       | 217        | 170   | 123        | 140       | 120        |
| Perfect Age              | 7      | 22         | 31        | 24         | 7          | 38         | 25        | 26         | 7     | 25         | 27        | 20         |
| Play by Play             | 51     | 81         | 295       | 182        | 45         | 32         | 71        | 79         | 58    | 51         | 174       | 132        |
| Pot Head                 | 0      | 0          | 0         | 0          | 0          | 0          | 0         | 0          | 0     | 0          | 0         | 0          |
| <b>Rite of Passage</b>   | 46     | 14         | 63        | 48         | 58         | 42         | 102       | 97         | 61    | 47         | 151       | 105        |
| Rob Never Be Me          | 41     | 15         | 42        | 39         | 41         | 22         | 36        | 41         | 49    | 33         | 162       | 77         |
| Sex/Stealing             | 0      | 0          | 0         | 0          | 0          | 0          | 0         | 0          | 6     | 3          | 40        | 54         |
| Spoon Feeding            | 3      | 7          | 9         | 5          | 3          | 12         | 7         | 6          | 3     | 8          | 8         | 5          |
| Sublime                  | 0      | 0          | 0         | 0          | 0          | 0          | 0         | 0          | 0     | 0          | 0         | 0          |
| Teeth                    | 29     | 4          | 11        | 11         | 29         | 4          | 11        | 11         | 35    | 9          | 53        | 66         |
| <b>Under Your Nose</b>   | 64     | 53         | 67        | 51         | 64         | 89         | 56        | 54         | 64    | 63         | 64        | 49         |
| What I Need              | 29     | 21         | 113       | 42         | 8          | 1          | 3         | 3          | 18    | 20         | 88        | 62         |

Source: Bates USA. The information above is based on the "as delivered" television media activity for the evaluation period.

Note: Ads that were included in the survey instruments appear in bold and italics.

Exhibit 11 (continued)

| Commercial               | Portland, OR |            |           |            | San Diego |            |           |            | Washington, DC |            |           |            |
|--------------------------|--------------|------------|-----------|------------|-----------|------------|-----------|------------|----------------|------------|-----------|------------|
|                          | Spots        | Adult GRPs | Teen GRPs | Youth GRPs | Spots     | Adult GRPs | Teen GRPs | Youth GRPs | Spots          | Adult GRPs | Teen GRPs | Youth GRPs |
| 911                      | 3            | 20         | 26        | 8          | 14        | 28         | 69        | 48         | 0              | 0          | 0         | 0          |
| Adrenaline               | 240          | 71         | 184       | 170        | 232       | 71         | 222       | 205        | 247            | 82         | 178       | 177        |
| <b>Alex Straight A's</b> | 290          | 163        | 371       | 309        | 273       | 125        | 280       | 269        | 281            | 126        | 293       | 251        |
| Any Way You Can          | 136          | 197        | 186       | 192        | 126       | 221        | 184       | 169        | 135            | 183        | 177       | 142        |
| April/Shallow Love       | 58           | 44         | 93        | 62         | 43        | 26         | 50        | 51         | 64             | 50         | 84        | 72         |
| Average Kid              | 142          | 150        | 371       | 321        | 109       | 79         | 238       | 242        | 120            | 90         | 201       | 167        |
| Basketball               | 0            | 0          | 0         | 0          | 0         | 0          | 0         | 0          | 0              | 0          | 0         | 0          |
| Battery Acid             | 0            | 0          | 0         | 0          | 0         | 0          | 0         | 0          | 0              | 0          | 0         | 0          |
| Brothers                 | 54           | 76         | 214       | 160        | 37        | 35         | 87        | 104        | 42             | 45         | 118       | 72         |
| <b>Burbs</b>             | 103          | 74         | 84        | 73         | 103       | 87         | 86        | 87         | 103            | 72         | 80        | 71         |
| Cafeteria                | 58           | 79         | 215       | 173        | 40        | 40         | 96        | 116        | 42             | 42         | 107       | 70         |
| Car                      | 37           | 98         | 87        | 96         | 24        | 81         | 61        | 49         | 30             | 65         | 57        | 41         |
| Ceiling Tiles            | 152          | 34         | 79        | 72         | 152       | 43         | 93        | 92         | 152            | 36         | 82        | 76         |
| Chuck D                  | 37           | 25         | 125       | 90         | 38        | 44         | 114       | 128        | 32             | 22         | 74        | 63         |
| Cleaner Girl             | 0            | 0          | 0         | 0          | 12        | 25         | 71        | 56         | 0              | 0          | 0         | 0          |
| Deal                     | 1            | 2          | 2         | 2          | 1         | 3          | 2         | 2          | 1              | 2          | 2         | 2          |
| <b>Drowning</b>          | 172          | 66         | 144       | 126        | 150       | 63         | 216       | 98         | 171            | 67         | 110       | 117        |
| Everclear                | 294          | 144        | 296       | 249        | 271       | 89         | 192       | 194        | 292            | 114        | 262       | 221        |
| Express Yourself         | 8            | 18         | 29        | 29         | 5         | 6          | 12        | 13         | 8              | 15         | 23        | 18         |
| Free Ride                | 0            | 0          | 0         | 0          | 0         | 0          | 0         | 0          | 0              | 0          | 0         | 0          |
| <b>Frying Pan</b>        | 77           | 131        | 157       | 99         | 77        | 143        | 135       | 110        | 95             | 135        | 154       | 113        |
| <b>Girl Interview</b>    | 67           | 20         | 94        | 79         | 67        | 41         | 101       | 117        | 55             | 14         | 28        | 26         |
| <b>Girlfriend</b>        | 63           | 149        | 169       | 161        | 62        | 164        | 150       | 165        | 77             | 157        | 173       | 152        |
| HIV/Convulsions          | 0            | 0          | 0         | 0          | 0         | 0          | 0         | 0          | 31             | 53         | 129       | 77         |
| House                    | 30           | 37         | 33        | 66         | 20        | 33         | 38        | 26         | 29             | 29         | 38        | 26         |
| I'm Free                 | 243          | 67         | 143       | 136        | 221       | 73         | 149       | 148        | 245            | 81         | 156       | 155        |
| Jason/Mom                | 107          | 75         | 167       | 126        | 110       | 30         | 128       | 101        | 110            | 61         | 159       | 108        |
| Johnny Street            | 0            | 0          | 0         | 0          | 0         | 0          | 0         | 0          | 0              | 0          | 0         | 0          |
| Kitchen                  | 178          | 204        | 207       | 194        | 162       | 194        | 173       | 159        | 183            | 187        | 218       | 176        |
| Laurn Hill               | 9            | 1          | 3         | 3          | 9         | 2          | 4         | 4          | 9              | 2          | 4         | 4          |
| <b>Layla</b>             | 105          | 54         | 237       | 179        | 85        | 94         | 228       | 257        | 105            | 59         | 177       | 177        |
| Lightbulb                | 1            | 1          | 1         | 0          | 1         | 1          | 1         | 0          | 1              | 1          | 1         | 0          |
| <b>Long Way Home</b>     | 28           | 7          | 24        | 40         | 25        | 9          | 23        | 34         | 31             | 12         | 51        | 55         |
| Meredith Brooks          | 74           | 91         | 181       | 153        | 57        | 94         | 136       | 118        | 67             | 78         | 113       | 78         |
| Moment of Truth          | 97           | 146        | 301       | 275        | 77        | 88         | 224       | 243        | 80             | 85         | 183       | 166        |
| My Reward                | 115          | 132        | 106       | 84         | 115       | 154        | 108       | 99         | 121            | 131        | 129       | 109        |
| Needle                   | 1            | 0          | 0         | 0          | 11        | 25         | 69        | 55         | 34             | 58         | 139       | 81         |
| Noses                    | 0            | 0          | 0         | 0          | 0         | 0          | 0         | 0          | 0              | 0          | 0         | 0          |
| <b>O'Connor</b>          | 185          | 142        | 147       | 170        | 175       | 159        | 159       | 150        | 184            | 132        | 149       | 128        |
| Perfect Age              | 7            | 25         | 25        | 21         | 7         | 29         | 22        | 23         | 7              | 23         | 22        | 18         |
| Play by Play             | 67           | 83         | 220       | 174        | 52        | 46         | 102       | 128        | 54             | 47         | 112       | 80         |
| Pot Head                 | 0            | 0          | 0         | 0          | 0         | 0          | 0         | 0          | 0              | 0          | 0         | 0          |
| <b>Rite of Passage</b>   | 61           | 74         | 174       | 128        | 56        | 23         | 94        | 78         | 46             | 15         | 50        | 42         |
| Rob Never Be Me          | 50           | 25         | 93        | 73         | 41        | 20         | 38        | 43         | 43             | 18         | 37        | 42         |
| Sex/Stealing             | 0            | 0          | 0         | 0          | 12        | 25         | 71        | 56         | 35             | 49         | 133       | 88         |
| Spoon Feeding            | 3            | 8          | 7         | 5          | 3         | 9          | 7         | 5          | 3              | 8          | 6         | 4          |
| Sublime                  | 0            | 0          | 0         | 0          | 0         | 0          | 0         | 0          | 0              | 0          | 0         | 0          |
| Teeth                    | 29           | 5          | 11        | 11         | 36        | 19         | 58        | 48         | 64             | 54         | 145       | 100        |
| <b>Under Your Nose</b>   | 64           | 61         | 58        | 48         | 64        | 71         | 58        | 56         | 64             | 58         | 54        | 46         |
| What I Need              | 27           | 18         | 106       | 76         | 16        | 27         | 56        | 51         | 18             | 2          | 16        | 20         |

Source: Bates USA. The information above is based on the "as delivered" television media activity for the evaluation period.

Note: Ads that were included in the survey instruments appear in bold and italics.



## APPENDIX B

### YOUTH, TEEN, AND PARENT QUESTIONNAIRES



## **APPENDIX B: YOUTH, TEEN, AND PARENT QUESTIONNAIRES**

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### **YOUTH**

Unless otherwise indicated by an "N," "MF," or "T," all questions appearing on the survey instruments were used in the national studies conducted for the Partnership Attitude Tracking Study (PATS). Any questions or subquestions marked with N, MF, or T, indicate the following:

N = New question or subquestion. This means a new item was added to the question format.

### **TEENS**

MF = This question or subquestion was asked in the Monitoring the Future Study.

MTF-Adapted = This question or subquestion, was adapted from a question used in the Monitoring the Future Study.

PDFA = This question or subquestion was used in the national studies conducted for the PATS.

PDFA-Adapted = This question or subquestion was adapted from a question used for the PATS.

New or adapted = New question or subquestion. This means a new item was added to the question format.

Botvin = This question or subquestion was used in the National Heart, Lung, and Blood Institute/National Institute on Drug Abuse's Longitudinal School-Based Prevention Study.

RWJ = These questions were drawn from the Robert Wood Johnson Foundation's "Study of Smoking and Tobacco Use Among Young People," conducted in the spring of 1996.

RWJ-Adapted = These questions were adapted from previous items used in the Robert Wood Johnson Foundation study.

Newcomb-Adapted from Zuckerman = This question or subquestion was adapted from Newcomb's Sensation Seeking Scale (SSS): Newcomb, M.D. and McGee, L. (1991). Influence of sensation seeking on general deviance and specific problem behaviors from adolescence to young adulthood *Journal of Personality and Social Psychology*, 61(4):614-628.

## **PARENTS**

N = New question or subquestion. This means a new item was added to the question format.

T = A question which was new to the Parents' Questionnaire but had been asked previously in Audits and Surveys Worldwide's national teen study.

NOTE: Data are not reported for all ads listed in the questionnaires. Some ads were pulled shortly after the Media Campaign began or were never aired nationally, so they were not included in the analyses.

**DRUG ATTITUDES STUDY  
YOUTH QUESTIONNAIRE  
GRADES 4-6**

1998  
AUDITS & SURVEYS WORLDWIDE  
New York, NY

OMB Control No. 3201-0004

CSR  
NATIONAL-W1 and W2

## DRUG ATTITUDES STUDY

This study is being conducted by Audits & Surveys to find out how people feel about the use of various drugs.

This is not a test. We want to know what you think. **Your answers are completely confidential.** Just put an "X" next to whatever answer is right for you. If you don't find an answer that fits exactly, use the one which comes closest. If you are uncomfortable answering any question or feel you cannot answer it honestly, just leave it blank.

Please **do not write your name anywhere** on the questionnaire. All questionnaires will therefore be completely anonymous, and it will be impossible to identify who filled out which one. Moreover, no-one from your school will look at any of the questionnaires. When you have finished the questionnaire, put it in the box that will be passed around, so that it will be mixed together with all the other questionnaires.

Your answers will be combined with those of other people from around the country.

Thank you for participating in this important research study.

When answering questions, please place an "X" in the box next to the answers you select.

There are small numbers alongside the answer boxes. **Do not pay attention to these small numbers**—they are only there to help us in data processing.

This information is being collected by the Office of National Drug Control Policy (ONDCP) as part of its national strategy for confronting drug abuse in the U.S. Information collection will be used to provide data on groups of individuals in participating geographic areas. The estimated hourly burden of this collection of information is not estimated to exceed .25 per student response. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing the burden to:

Terry Zobeck  
Reports Clearance Officer  
Office of National Drug Control Policy  
(202) 395-5503  
Washington, DC 20503

and to:

Office of Management and Budget  
Paperwork Reduction Project  
OMB Control Number 3201-0004  
Washington, DC 20503

- 1 Have you ever heard of these drugs: ("X" ONE ANSWER FOR EACH DRUG)

|                                                                                                         | <u>Yes</u> | <u>No</u> |      |
|---------------------------------------------------------------------------------------------------------|------------|-----------|------|
| Marijuana (also called weed, reefer, pot) .....                                                         | • -1       | • -2      | (7)  |
| Cocaine .....                                                                                           | • -1       | • -2      | (8)  |
| Crack .....                                                                                             | • -1       | • -2      | (9)  |
| Things you sniff or huff to get high,<br>like glue .....                                                | • -1       | • -2      | (10) |
| Methamphetamines (also called meth, speed, crystal,<br>ice, bennies, black beauties, crank, etc.) ..... | • -1       | • -2      | (11) |
| Heroin .....                                                                                            | • -1       | • -2      | (12) |

2. For each of the following questions, please mark the box that shows how **dangerous** you think the drug is.

- a. How dangerous is **marijuana (also called weed, reefer, pot)**? ("X" ONE ANSWER)

|                                                       |      |      |
|-------------------------------------------------------|------|------|
| Very dangerous, never should be used .....            | • -1 | (13) |
| A little dangerous, but ok to try once or twice ..... | • -2 |      |
| Not at all dangerous, ok to use .....                 | • -3 |      |
| Don't know what it is .....                           | • -4 |      |

- b. How dangerous is **cocaine**? ("X" ONE ANSWER)

|                                                       |      |      |
|-------------------------------------------------------|------|------|
| Very dangerous, never should be used .....            | • -1 | (14) |
| A little dangerous, but ok to try once or twice ..... | • -2 |      |
| Not at all dangerous, ok to use .....                 | • -3 |      |
| Don't know what it is .....                           | • -4 |      |

- c. How dangerous is **crack**? ("X" ONE ANSWER)

|                                                       |      |      |
|-------------------------------------------------------|------|------|
| Very dangerous, never should be used .....            | • -1 | (15) |
| A little dangerous, but ok to try once or twice ..... | • -2 |      |
| Not at all dangerous, ok to use .....                 | • -3 |      |
| Don't know what it is .....                           | • -4 |      |

- d. How dangerous are **things you sniff or huff to get high, like glue**? ("X" ONE ANSWER)

|                                                       |      |      |
|-------------------------------------------------------|------|------|
| Very dangerous, never should be used .....            | • -1 | (16) |
| A little dangerous, but ok to try once or twice ..... | • -2 |      |
| Not at all dangerous, ok to use .....                 | • -3 |      |
| Don't know what it is .....                           | • -4 |      |



e. How dangerous is **heroin**? ("X" ONE ANSWER)

- Very dangerous, never should be used ..... • -1 (17)  
 A little dangerous, but ok to try once or twice ..... • -2  
 Not at all dangerous, ok to use ..... • -3  
 Don't know what it is ..... • -4

f. How dangerous are **methamphetamines (also called meth, speed, crystal, ice, bennies, black beauties, crank, etc.)**? ("X" ONE ANSWER)

- Very dangerous, never should be used ..... • -1 (18)  
 A little dangerous, but ok to try once or twice ..... • -2  
 Not at all dangerous, ok to use ..... • -3  
 Don't know what it is ..... • -4

g. How dangerous is **beer**? ("X" ONE ANSWER)

- Very dangerous, never should be used ..... • -1 (19)  
 A little dangerous, but ok to try once or twice ..... • -2  
 Not at all dangerous, ok to use ..... • -3  
 Don't know what it is ..... • -4

h. How dangerous are **cigarettes**? ("X" ONE ANSWER)

- Very dangerous, never should be used ..... • -1 (20)  
 A little dangerous, but ok to try once or twice ..... • -2  
 Not at all dangerous, ok to use ..... • -3  
 Don't know what it is ..... • -4

3. Mark the box that shows what you think about each sentence: ("X" ONE ANSWER FOR EACH ITEM)

|                | <u>Agree<br/>A Lot</u>                                                      | <u>Agree<br/>A Little</u> | <u>Disagree<br/>A Little</u> | <u>Disagree<br/>A Lot</u> |      |
|----------------|-----------------------------------------------------------------------------|---------------------------|------------------------------|---------------------------|------|
| a.             | I am scared of taking drugs. .... • -1                                      | • -2                      | • -3                         | • -4                      | (21) |
| b.             | I don't want to hang around people<br>who use drugs ..... • -1              | • -2                      | • -3                         | • -4                      | (22) |
| c.             | It is hard to say "no" when<br>friends want you to try drugs. .... • -1     | • -2                      | • -3                         | • -4                      | (23) |
| d.             | Using drugs is dangerous. .... • -1                                         | • -2                      | • -3                         | • -4                      | (24) |
| <u>N</u><br>e. | Things you sniff or huff to get<br>high (like glue) can kill you ..... • -1 | • -2                      | • -3                         | • -4                      | (25) |
| f.             | My parents would be upset<br>if I tried marijuana. .... • -1                | • -2                      | • -3                         | • -4                      | (26) |

4. Have you ever tried: ("X" ONE ANSWER FOR EACH ITEM)

|                                                                                                            | <u>Yes</u> | <u>No</u> |      |
|------------------------------------------------------------------------------------------------------------|------------|-----------|------|
| Alcohol (more than just a sip) .....                                                                       | * -1       | * -2      | (27) |
| Cigarettes .....                                                                                           | * -1       | * -2      | (28) |
| Marijuana (also called weed, reefer, pot) .....                                                            | * -1       | * -2      | (29) |
| Cocaine .....                                                                                              | * -1       | * -2      | (30) |
| Crack .....                                                                                                | * -1       | * -2      | (31) |
| Things you sniff or huff to get high, like glue .....                                                      | * -1       | * -2      | (32) |
| <u>N</u>                                                                                                   |            |           |      |
| Heroin .....                                                                                               | * -1       | * -2      | (33) |
| Methamphetamines (also called meth,<br>speed, crystal, ice, bennies, black beauties,<br>crank, etc.) ..... | * -1       | * -2      | (34) |

5. In the future, do you think you will ever: ("X" ONE ANSWER FOR EACH ITEM)

|                                                                                                                | <u>Yes</u> | <u>No</u> | <u>Not<br/>Sure</u> |      |
|----------------------------------------------------------------------------------------------------------------|------------|-----------|---------------------|------|
| Try alcohol (more than just a sip)? .....                                                                      | * -1       | * -2      | * -3                | (35) |
| Try marijuana (also called weed, reefer, pot)? .....                                                           | * -1       | * -2      | * -3                | (36) |
| Try cocaine/crack? .....                                                                                       | * -1       | * -2      | * -3                | (37) |
| Try methamphetamines (also called meth,<br>speed, crystal, ice, bennies, black beauties,<br>crank, etc)? ..... | * -1       | * -2      | * -3                | (38) |
| Try heroin? .....                                                                                              | * -1       | * -2      | * -3                | (39) |
| Try things you sniff or huff to get high, like glue? ....                                                      | * -1       | * -2      | * -3                | (40) |

6a. How much do you learn that drugs are bad from your school class?

|          |      |      |
|----------|------|------|
| A lot    | * -1 | (41) |
| A little | * -2 |      |
| Nothing  | * -3 |      |

6b. How much do you learn that drugs are bad from your parents or grandparents?

|          |      |      |
|----------|------|------|
| A lot    | * -1 | (42) |
| A little | * -2 |      |
| Nothing  | * -3 |      |

6c. How much do you learn that drugs are bad from your brother or sister?

|                                 |      |      |
|---------------------------------|------|------|
| A lot                           | * -1 | (43) |
| A little                        | * -2 |      |
| Nothing                         | * -3 |      |
| Don't have brother<br>or sister | * -4 |      |

6d. How much do you learn that drugs are bad from your friends?

|          |      |      |
|----------|------|------|
| A lot    | • -1 | (44) |
| A little | • -2 |      |
| Nothing  | • -3 |      |

6e. How much do you learn that drugs are bad from TV commercials?

|          |      |      |
|----------|------|------|
| A lot    | • -1 | (45) |
| A little | • -2 |      |
| Nothing  | • -3 |      |

6f. How much do you learn that drugs are bad from TV shows, news or movies?

|          |      |      |
|----------|------|------|
| A lot    | • -1 | (46) |
| A little | • -2 |      |
| Nothing  | • -3 |      |

6g. How much do you learn that drugs are bad on the street?

|          |      |      |
|----------|------|------|
| A lot    | • -1 | (47) |
| A little | • -2 |      |
| Nothing  | • -3 |      |

7a. Do you ever **see or hear messages that say drugs are bad** on TV?

|     |      |      |
|-----|------|------|
| Yes | • -1 | (48) |
| No  | • -2 |      |

7b. Do you ever **see or hear messages that say drugs are bad** on large outdoor billboards?

|     |      |      |
|-----|------|------|
| Yes | • -1 | (49) |
| No  | • -2 |      |

7c. Do you ever **see or hear messages that say drugs are bad** on posters that are on buses, bus stops, or subways?

|     |      |      |
|-----|------|------|
| Yes | • -1 | (50) |
| No  | • -2 |      |

7d. Do you ever **see or hear messages that say drugs are bad** on school posters?

|     |      |      |
|-----|------|------|
| Yes | • -1 | (51) |
| No  | • -2 |      |

8. The next few questions are about TV ads or commercials. Please mark "Yes" if you have seen the ad **in the past few months**, and "No" if you have not seen the ad **in the past few months**. ("X" ONE ANSWER FOR EACH QUESTION)

Have you seen the TV ad or commercial where...

- a. You see all types of colorful, funny cartoon noses called different things: ski slope, snout, schnoz, booger factory. A voice says that if you sniff household products to get high you could get brain damage or die.

|     |      |      |
|-----|------|------|
| Yes | • -1 | (52) |
| No  | • -2 |      |

- b. A young boy is running through alleys and jumping over fences taking the long way home to avoid drug dealers in his neighborhood. The announcer says, "We hear you; don't give up."

|     |      |      |
|-----|------|------|
| Yes | • -1 | (53) |
| No  | • -2 |      |

- c. To show how dangerous using inhalants is, a girl drowns when her bedroom fills with water. The ad says that sniffing household products to get high keeps your brain from getting oxygen just like drowning and you can die.

|     |      |      |
|-----|------|------|
| Yes | • -1 | (54) |
| No  | • -2 |      |

- d. In a cartoon, a guy with a beard gets hit on the head with a cooking pot over and over as a way of saying that if you smoke marijuana and turn into a pot-head you can get dumber and dumber.

|     |      |      |
|-----|------|------|
| Yes | • -1 | (55) |
| No  | • -2 |      |

- e. An African-American girl talks about a crack-head who got shot, and about drug-related violence in the streets. Unlike people who get involved with drugs and violence, this girl wants to be a teacher and a nice woman, and take time to plant flowers. The commercial ends with the announcer saying, "Girlfriend, you are beautiful."

|     |      |      |
|-----|------|------|
| Yes | • -1 | (56) |
| No  | • -2 |      |

9. Do you agree or disagree with the following: ("X" ONE ANSWER FOR EACH LINE)

- |                                                                                  | <u>Agree</u> | <u>Disagree</u> |      |
|----------------------------------------------------------------------------------|--------------|-----------------|------|
| a. TV ads or commercials tell you something<br>you didn't know about drugs ..... | * -1         | * -2            | (57) |
| b. TV ads or commercials make you stay<br>away from drugs .....                  | * -1         | * -2            | (58) |
| c. TV ads or commercials make you more<br>aware of how dangerous drugs are ..... | * -1         | * -2            | (59) |
| d. TV ads or commercials tell lies about<br>how dangerous drugs are .....        | * -1         | * -2            | (60) |

N

10. In the past year, how often have your parents or grandparents talked to you about drugs?

- |                          |      |      |
|--------------------------|------|------|
| Never .....              | * -1 | (61) |
| Once .....               | * -2 |      |
| Two or three times ..... | * -3 |      |
| Four or more times ..... | * -4 |      |

N

11. How often do you watch TV?

- |                             |      |      |
|-----------------------------|------|------|
| Every day .....             | * -1 | (62) |
| Almost every day .....      | * -2 |      |
| Once or twice a week .....  | * -3 |      |
| Once or twice a month ..... | * -4 |      |
| A few times a year .....    | * -5 |      |
| Never .....                 | * -6 |      |

N

12a. Do you have cable or satellite TV in your home?      Yes   \* -1      No   \* -2      (63)

N

12b. In the past few months, have you used the internet ?      Yes   \* -1      No   \* -2      (64)

TURN TO THE NEXT PAGE





13. Are you a:

Boy ..... • -1 (65)  
Girl..... • -2

14. What grade are you in?

4th ..... • -1 (66)  
5th ..... • -2  
6th ..... • -3

15. What is your race? ("X" ONE RACE ONLY)

White ..... • -1 (67)  
Black or African American ..... • -2  
Asian or Pacific Islander ..... • -3  
Other (Please write your race below) ..... • -4  
\_\_\_\_\_

16. Are you Hispanic?

Yes ..... • -1 (68)  
No..... • -2  
Don't Know ..... • -3

17. How old are you?

|                                 |                                 |      |
|---------------------------------|---------------------------------|------|
| 8 years old or under ..... • -1 | 11 years old ..... • -4         | (69) |
| 9 years old ..... • -2          | 12 years old ..... • -5         |      |
| 10 years old ..... • -3         | 13 years old or over ..... • -6 |      |

18. Who do you live with? ("X" ALL THAT APPLY)

Both parents ..... • -1 (70)  
Mother only ..... • -2  
Father only ..... • -3  
Mother and stepfather ..... • -4  
Father and stepmother ..... • -5  
Grandparents ..... • -6  
Other relatives ..... • -7  
Other adults (not relatives) ..... • -8

THANK YOU VERY MUCH FOR YOUR HELP!

**DRUG ATTITUDES STUDY  
TEEN QUESTIONNAIRE  
GRADES 7-12**

1998  
AUDITS & SURVEYS WORLDWIDE  
New York, NY

OMB Control No. 3201-0004

CSR  
NATIONAL-W1 and W2

## DRUG ATTITUDES STUDY

This study is being conducted by Audits & Surveys to find out how people feel about the use of various drugs.

This is not a test. We want to know what you think. **Your answers are completely confidential.** Just put an "X" next to whatever answer is right for you. If you don't find an answer that fits exactly, use the one which comes closest. If you are uncomfortable answering any question or feel you cannot answer it honestly, just leave it blank.

Please **do not write your name anywhere** on the questionnaire. All questionnaires will therefore be completely anonymous, and it will be impossible to identify who filled out which one. Moreover, no-one from your school will look at any of the questionnaires. When you have finished the questionnaire, put it in the box that will be passed around, so that it will be mixed together with all the other questionnaires.

Your answers will be combined with those of other people from around the country.

Thank you for participating in this important research study.

When answering questions, please place an "X" in the box next to the answers you select.

There are small numbers alongside the answer boxes. **Do not pay attention to these small numbers**—they are only there to help us in data processing.

This information is being collected by the Office of National Drug Control Policy (ONDCP) as part of its national strategy for confronting drug abuse in the U.S. Information collection will be used to provide data on groups of individuals in participating geographic areas. The estimated hourly burden of this collection of information is not estimated to exceed .50 per student response. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing the burden to:

Terry Zobeck  
Reports Clearance Officer  
Office of National Drug Control Policy  
(202) 395-5503  
Washington, DC 20503

OMB Control Number 3201-0004  
Expires Nov. 30, 1998

# SECTION I

## Attitudes and Beliefs about Drugs

PDFA

1. Listed below are some statements about drugs. Please "X" one answer for each statement to tell how much you agree or disagree with it.

|                                                                                      | <u>Agree<br/>Strongly</u> | <u>Agree<br/>Somewhat</u> | <u>Disagree<br/>Somewhat</u> | <u>Disagree<br/>Strongly</u> |      |
|--------------------------------------------------------------------------------------|---------------------------|---------------------------|------------------------------|------------------------------|------|
| a. Taking drugs scares me .....                                                      | * -1                      | * -2                      | * -3                         | * -4                         | (7)  |
| b. I don't want to hang around anyone<br>who uses marijuana (pot, grass, weed) ..... | * -1                      | * -2                      | * -3                         | * -4                         | (8)  |
| c. I would try to talk a friend out of<br>using drugs. ....                          | * -1                      | * -2                      | * -3                         | * -4                         | (9)  |
| d. The music that my friends and I listen to<br>makes drugs seem cool. ....          | * -1                      | * -2                      | * -3                         | * -4                         | (10) |

PDFA

2. How likely is it that the following would happen to someone who uses marijuana?

|                                             | <u>Very<br/>Likely</u> | <u>Somewhat<br/>Likely</u> | <u>Not At<br/>All Likely</u> |      |
|---------------------------------------------|------------------------|----------------------------|------------------------------|------|
| a. Become more popular* .....               | * -1                   | * -2                       | * -3                         | (11) |
| b. Go on to harder drugs.....               | * -1                   | * -2                       | * -3                         | (12) |
| c. Do worse at school, work or sports ..... | * -1                   | * -2                       | * -3                         | (13) |
| d. Get hooked on marijuana .....            | * -1                   | * -2                       | * -3                         | (14) |
| e. Become a loser. ....                     | * -1                   | * -2                       | * -3                         | (15) |
| f. Have more fun than other kids* .....     | * -1                   | * -2                       | * -3                         | (16) |
| g. Become more relaxed* .....               | * -1                   | * -2                       | * -3                         | (17) |
| h. Mess up his or her life .....            | * -1                   | * -2                       | * -3                         | (18) |
| i. Act stupidly and foolishly .....         | * -1                   | * -2                       | * -3                         | (19) |
| j. Miss out on the good things in life..... | * -1                   | * -2                       | * -3                         | (20) |
| k. Upset his or her parents. ....           | * -1                   | * -2                       | * -3                         | (21) |

\*New or adapted

PDFA

3. Now, for each of the statements below, please "X" the answer which describes how much overall risk there is in using...

### MARIJUANA (Pot, Grass, Weed)

|                                         | <u>Great<br/>Risk</u> | <u>Moderate<br/>Risk</u> | <u>Slight<br/>Risk</u> | <u>No<br/>Risk</u> |      |
|-----------------------------------------|-----------------------|--------------------------|------------------------|--------------------|------|
| a. Trying marijuana once or twice ..... | * -1                  | * -2                     | * -3                   | * -4               | (22) |
| b. Using marijuana occasionally. ....   | * -1                  | * -2                     | * -3                   | * -4               | (23) |
| c. Using marijuana regularly. ....      | * -1                  | * -2                     | * -3                   | * -4               | (24) |

PDFA

4. For each of the statements below, please "X" the answer which describes how much **overall risk** there is in using...

**COCAINE/CRACK**

|                                           | <u>Great<br/>Risk</u> | <u>Moderate<br/>Risk</u> | <u>Slight<br/>Risk</u> | <u>No<br/>Risk</u> |
|-------------------------------------------|-----------------------|--------------------------|------------------------|--------------------|
| a. Using cocaine/crack occasionally.....* | -1                    | * -2                     | * -3                   | * -4 (25)          |
| b. Using cocaine/crack regularly.....*    | -1                    | * -2                     | * -3                   | * -4 (26)          |

**HEROIN**

|                                    | <u>Great<br/>Risk</u> | <u>Moderate<br/>Risk</u> | <u>Slight<br/>Risk</u> | <u>No<br/>Risk</u> |
|------------------------------------|-----------------------|--------------------------|------------------------|--------------------|
| c. Using heroin occasionally.....* | -1                    | * -2                     | * -3                   | * -4 (27)          |
| d. Using heroin regularly.....*    | -1                    | * -2                     | * -3                   | * -4 (28)          |

**ALCOHOL**

|                                               | <u>Great<br/>Risk</u> | <u>Moderate<br/>Risk</u> | <u>Slight<br/>Risk</u> | <u>No<br/>Risk</u> |
|-----------------------------------------------|-----------------------|--------------------------|------------------------|--------------------|
| e. Using alcohol occasionally.....*           | -1                    | * -2                     | * -3                   | * -4 (29)          |
| f. Having 5 or more drinks each weekend.....* | -1                    | * -2                     | * -3                   | * -4 (30)          |

**METHAMPHETAMINES (Meth, Speed, Crystal, Ice, Bennies, Black Beauties, Crank, etc.)**

|                                              | <u>Great<br/>Risk</u> | <u>Moderate<br/>Risk</u> | <u>Slight<br/>Risk</u> | <u>No<br/>Risk</u> |
|----------------------------------------------|-----------------------|--------------------------|------------------------|--------------------|
| g. Using methamphetamines occasionally.....* | -1                    | * -2                     | * -3                   | * -4 (31)          |
| h. Using methamphetamines regularly.....*    | -1                    | * -2                     | * -3                   | * -4 (32)          |

PDFA - Adapted

5. How likely is it that the following would happen to someone who uses methamphetamines?

|                                         | <u>Very<br/>Likely</u> | <u>Somewhat<br/>Likely</u> | <u>Not At<br/>All Likely</u> |
|-----------------------------------------|------------------------|----------------------------|------------------------------|
| a. Get hooked on methamphetamines.....* | -1                     | * -2                       | * -3 (33)                    |
| b. Become violent.....*                 | -1                     | * -2                       | * -3 (34)                    |
| c. Act crazy.....*                      | -1                     | * -2                       | * -3 (35)                    |



## DRUG USE

### PDFA

|                                                                                                                        | <u>Never</u> | <u>Once</u> | <u>2-3</u><br><u>Times</u> | <u>4-9</u><br><u>Times</u> | <u>10-19</u><br><u>Times</u> | <u>20+</u><br><u>Times</u> |
|------------------------------------------------------------------------------------------------------------------------|--------------|-------------|----------------------------|----------------------------|------------------------------|----------------------------|
| 6a. How many times have you used marijuana...                                                                          |              |             |                            |                            |                              |                            |
| In your lifetime? .....                                                                                                | * -0         | * -1        | * -2                       | * -3                       | * -4                         | * -5 (36)                  |
| In the past 12 months? .....                                                                                           | * -0         | * -1        | * -2                       | * -3                       | * -4                         | * -5 (37)                  |
| In the past 30 days? .....                                                                                             | * -0         | * -1        | * -2                       | * -3                       | * -4                         | * -5 (38)                  |
| 6b. How many times have you used cocaine...                                                                            |              |             |                            |                            |                              |                            |
| In your lifetime? .....                                                                                                | * -0         | * -1        | * -2                       | * -3                       | * -4                         | * -5 (39)                  |
| In the past 12 months? .....                                                                                           | * -0         | * -1        | * -2                       | * -3                       | * -4                         | * -5 (40)                  |
| In the past 30 days? .....                                                                                             | * -0         | * -1        | * -2                       | * -3                       | * -4                         | * -5 (41)                  |
| 6c. How many times have you used crack...                                                                              |              |             |                            |                            |                              |                            |
| In your lifetime? .....                                                                                                | * -0         | * -1        | * -2                       | * -3                       | * -4                         | * -5 (42)                  |
| In the past 12 months? .....                                                                                           | * -0         | * -1        | * -2                       | * -3                       | * -4                         | * -5 (43)                  |
| In the past 30 days? .....                                                                                             | * -0         | * -1        | * -2                       | * -3                       | * -4                         | * -5 (44)                  |
| 6d. How many times have you sniffed or huffed things like glue, solvents, or inhalants to get high...                  |              |             |                            |                            |                              |                            |
| In your lifetime? .....                                                                                                | * -0         | * -1        | * -2                       | * -3                       | * -4                         | * -5 (45)                  |
| In the past 12 months? .....                                                                                           | * -0         | * -1        | * -2                       | * -3                       | * -4                         | * -5 (46)                  |
| In the past 30 days? .....                                                                                             | * -0         | * -1        | * -2                       | * -3                       | * -4                         | * -5 (47)                  |
| 6e. How many times have you smoked cigarettes...                                                                       |              |             |                            |                            |                              |                            |
| In your lifetime? .....                                                                                                | * -0         | * -1        | * -2                       | * -3                       | * -4                         | * -5 (48)                  |
| In the past 12 months? .....                                                                                           | * -0         | * -1        | * -2                       | * -3                       | * -4                         | * -5 (49)                  |
| In the past 30 days? .....                                                                                             | * -0         | * -1        | * -2                       | * -3                       | * -4                         | * -5 (50)                  |
| 6f. How many times have you used alcohol...                                                                            |              |             |                            |                            |                              |                            |
| In your lifetime? .....                                                                                                | * -0         | * -1        | * -2                       | * -3                       | * -4                         | * -5 (51)                  |
| In the past 12 months? .....                                                                                           | * -0         | * -1        | * -2                       | * -3                       | * -4                         | * -5 (52)                  |
| In the past 30 days? .....                                                                                             | * -0         | * -1        | * -2                       | * -3                       | * -4                         | * -5 (53)                  |
| 6g. How many times have you used methamphetamines (meth, speed, crystal, ice, bennies, black beauties, crank, etc.)... |              |             |                            |                            |                              |                            |
| In your lifetime? .....                                                                                                | * -0         | * -1        | * -2                       | * -3                       | * -4                         | * -5 (54)                  |
| In the past 12 months? .....                                                                                           | * -0         | * -1        | * -2                       | * -3                       | * -4                         | * -5 (55)                  |
| In the past 30 days? .....                                                                                             | * -0         | * -1        | * -2                       | * -3                       | * -4                         | * -5 (56)                  |

**BOTVIN**

7. The next few questions ask your opinion about what you might do in the future. Please check the box with the response closest to how you feel. The choices are: very likely, likely, possibly, unlikely, or very unlikely.

| How likely are you to....                              | Very<br>Likely | Likely | Possibly | Unlikely | Very<br>Unlikely |      |
|--------------------------------------------------------|----------------|--------|----------|----------|------------------|------|
| a. have a drink of alcohol in the next two years?..... | * -1           | * -2   | * -3     | * -4     | * -5             | (57) |
| b. use marijuana in the next two years? .....          | * -1           | * -2   | * -3     | * -4     | * -5             | (58) |
| c. use cocaine/crack in the next two years? .....      | * -1           | * -2   | * -3     | * -4     | * -5             | (59) |
| d. use methamphetamines in the next two years? .....   | * -1           | * -2   | * -3     | * -4     | * -5             | (60) |
| e. use heroin in the next two years?.....              | * -1           | * -2   | * -3     | * -4     | * -5             | (61) |
| f. use inhalants in the next two years?.....           | * -1           | * -2   | * -3     | * -4     | * -5             | (62) |

**BOTVIN**

8. Out of every 100 students your age, how many do you think drink alcohol (wine, beer or liquor) at least once a month?

|      |          |      |          |      |           |      |
|------|----------|------|----------|------|-----------|------|
| * -0 | 0        | * -4 | about 40 | * -8 | about 80  | (63) |
| * -1 | about 10 | * -5 | about 50 | * -9 | about 90  |      |
| * -2 | about 20 | * -6 | about 60 | * -1 | about 100 |      |
| * -3 | about 30 | * -7 | about 70 |      |           |      |

**BOTVIN**

9. Out of every 100 students your age, how many do you think smoke marijuana at least once a month?

|      |          |      |          |      |           |      |
|------|----------|------|----------|------|-----------|------|
| * -0 | 0        | * -4 | about 40 | * -8 | about 80  | (64) |
| * -1 | about 10 | * -5 | about 50 | * -9 | about 90  |      |
| * -2 | about 20 | * -6 | about 60 | * -1 | about 100 |      |
| * -3 | about 30 | * -7 | about 70 |      |           |      |

**RWJ- Adapted**

10. Of your four best friends, how many of them smoke marijuana?

|      |      |      |                              |      |
|------|------|------|------------------------------|------|
| * -0 | None | * -3 | Three                        | (65) |
| * -1 | One  | * -4 | Four                         |      |
| * -2 | Two  | * -5 | Don't have four best friends |      |

**RWJ- Adapted**

11. How many of them drink alcohol?

|      |      |      |                              |      |
|------|------|------|------------------------------|------|
| * -0 | None | * -3 | Three                        | (66) |
| * -1 | One  | * -4 | Four                         |      |
| * -2 | Two  | * -5 | Don't have four best friends |      |

MF - Adapted12a. How do you think your **CLOSE FRIENDS** feel (or would feel) about **YOU** doing each of the following things?

|                                                                                       | <u>Approve</u> | <u>Don't<br/>Care</u> | <u>Disapprove</u> | <u>Strongly<br/>Disapprove</u> |      |
|---------------------------------------------------------------------------------------|----------------|-----------------------|-------------------|--------------------------------|------|
| a. Trying marijuana (pot, grass) once or twice .....                                  | * -1           | * -2                  | * -3              | * -4                           | (7)  |
| b. Smoking marijuana occasionally .....                                               | * -1           | * -2                  | * -3              | * -4                           | (8)  |
| c. Smoking marijuana regularly .....                                                  | * -1           | * -2                  | * -3              | * -4                           | (9)  |
| d. Trying methamphetamines (uppers, pep pills,<br>bennies, speed) once or twice ..... | * -1           | * -2                  | * -3              | * -4                           | (10) |
| e. Taking cocaine / crack once or twice .....                                         | * -1           | * -2                  | * -3              | * -4                           | (11) |
| f. Taking cocaine / crack occasionally .....                                          | * -1           | * -2                  | * -3              | * -4                           | (12) |
| g. Having five or more drinks once or twice<br>each weekend .....                     | * -1           | * -2                  | * -3              | * -4                           | (13) |
| h. Taking heroin once or twice .....                                                  | * -1           | * -2                  | * -3              | * -4                           | (14) |
| i. Taking heroin occasionally .....                                                   | * -1           | * -2                  | * -3              | * -4                           | (15) |

MF - Adapted12b. How do you think your **PARENTS** feel (or would feel) about **YOU** doing each of the following things?

|                                                                                       | <u>Approve</u> | <u>Don't<br/>Care</u> | <u>Disapprove</u> | <u>Strongly<br/>Disapprove</u> |      |
|---------------------------------------------------------------------------------------|----------------|-----------------------|-------------------|--------------------------------|------|
| a. Trying marijuana (pot, grass) once or twice .....                                  | * -1           | * -2                  | * -3              | * -4                           | (16) |
| b. Smoking marijuana occasionally .....                                               | * -1           | * -2                  | * -3              | * -4                           | (17) |
| c. Smoking marijuana regularly .....                                                  | * -1           | * -2                  | * -3              | * -4                           | (18) |
| d. Trying methamphetamines (uppers, pep pills,<br>bennies, speed) once or twice ..... | * -1           | * -2                  | * -3              | * -4                           | (19) |
| e. Taking cocaine / crack once or twice .....                                         | * -1           | * -2                  | * -3              | * -4                           | (20) |
| f. Taking cocaine / crack occasionally .....                                          | * -1           | * -2                  | * -3              | * -4                           | (21) |
| g. Having five or more drinks once or twice<br>each weekend .....                     | * -1           | * -2                  | * -3              | * -4                           | (22) |
| h. Taking heroin once or twice .....                                                  | * -1           | * -2                  | * -3              | * -4                           | (23) |
| i. Taking heroin occasionally .....                                                   | * -1           | * -2                  | * -3              | * -4                           | (24) |

MF - Adapted

13. Individuals differ in whether or not they disapprove of people doing certain things. DoYOU disapprove of people (who are 18 or older) doing each of the following?

|                                                                                       | <u>Approve</u> | <u>Don't<br/>Care</u> | <u>Disapprove</u> | <u>Strongly<br/>Disapprove</u> |      |
|---------------------------------------------------------------------------------------|----------------|-----------------------|-------------------|--------------------------------|------|
| a. Trying marijuana (pot, grass) once or twice .....                                  | * -1           | * -2                  | * -3              | * -4                           | (25) |
| b. Smoking marijuana occasionally .....                                               | * -1           | * -2                  | * -3              | * -4                           | (26) |
| c. Smoking marijuana regularly .....                                                  | * -1           | * -2                  | * -3              | * -4                           | (27) |
| d. Trying methamphetamines (uppers, pep pills,<br>bennies, speed) once or twice ..... | * -1           | * -2                  | * -3              | * -4                           | (28) |
| e. Taking cocaine / crack once or twice.....                                          | * -1           | * -2                  | * -3              | * -4                           | (29) |
| f. Taking cocaine / crack occasionally .....                                          | * -1           | * -2                  | * -3              | * -4                           | (30) |
| g. Having five or more drinks once or twice<br>each weekend .....                     | * -1           | * -2                  | * -3              | * -4                           | (31) |
| h. Taking heroin once or twice .....                                                  | * -1           | * -2                  | * -3              | * -4                           | (32) |
| i. Taking heroin occasionally.....                                                    | * -1           | * -2                  | * -3              | * -4                           | (33) |

## SECTION II

**PDFA- Adapted**

14a. In the past year, how often have your parents or grandparents talked to you about drugs?

- Never ..... \* -1 → **SKIP TO QUESTION 15**
- Once ..... \* -2 } → **GO TO QUESTION 14b**
- Two or three times ..... \* -3 }
- Four or more times ..... \* -4 }

(34)

14b. How much do you agree or disagree that conversations with your parents or grandparents have:

|                                                                                  | <u>Strongly Agree</u> | <u>Agree</u> | <u>Neither Agree Nor Disagree</u> | <u>Disagree</u> | <u>Strongly Disagree</u> |      |
|----------------------------------------------------------------------------------|-----------------------|--------------|-----------------------------------|-----------------|--------------------------|------|
| a. Made you more aware of the risks of using drugs .....                         | * -1                  | * -2         | * -3                              | * -4            | * -5                     | (35) |
| b. Made you less likely to try or use drugs.....                                 | * -1                  | * -2         | * -3                              | * -4            | * -5                     | (36) |
| c. Given you new information or told you things you didn't know about drugs..... | * -1                  | * -2         | * -3                              | * -4            | * -5                     | (37) |
| d. Exaggerated the risks or dangers of marijuana .....                           | * -1                  | * -2         | * -3                              | * -4            | * -5                     | (38) |

**PDFA**

15. How much have you **learned about the risks of drugs** from each of the following?

|                                                 | <u>A Lot</u> | <u>A Little</u> | <u>Nothing</u> |      |
|-------------------------------------------------|--------------|-----------------|----------------|------|
| a. School lessons or programs .....             | * -1         | * -2            | * -3           | (39) |
| b. Parents or grandparents .....                | * -1         | * -2            | * -3           | (40) |
| c. Brother or sister .....                      | * -1         | * -2            | * -3           | (41) |
| d. Friends .....                                | * -1         | * -2            | * -3           | (42) |
| e. TV commercials.....                          | * -1         | * -2            | * -3           | (43) |
| f. TV shows, news or movies.....                | * -1         | * -2            | * -3           | (44) |
| g. Radio .....                                  | * -1         | * -2            | * -3           | (45) |
| h. Print ads in newspapers or magazines.....    | * -1         | * -2            | * -3           | (46) |
| i. Billboards outside .....                     | * -1         | * -2            | * -3           | (47) |
| j. Posters on buses, bus stops or subways ..... | * -1         | * -2            | * -3           | (48) |
| k. School posters .....                         | * -1         | * -2            | * -3           | (49) |
| l. On the street .....                          | * -1         | * -2            | * -3           | (50) |

**PDFA**

16. In the past few months, how frequently have you seen or heard commercials or ads telling you about the risks of drugs?

- Not at all ..... \* -1 (51)
- Less than once a month ..... \* -2
- 1-3 times a month ..... \* -3
- 1-3 times a week ..... \* -4
- Every day or almost every day..... \* -5
- More than once a day ..... \* -6



## HAVE YOU SEEN ANY OF THESE COMMERCIALS?

### PDFA-Adapted

17. Below are short descriptions of anti-drug television commercials that may or may not have been shown in your area over the past few months. Please read each description and answer the questions following.

***A teenage boy, seen in close-up, tells us how he used to be a straight-A student, but getting involved with marijuana got him thrown out of his house.***

- |    |                                                                                          |                                                                                                      |
|----|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| a. | How often have you seen this ad in the past few months?                                  | Often * -1 (52)<br>A few times * -2<br>Not at all * -3                                               |
| b. | How much do you agree or disagree that the ad made you less likely to try or use drugs?  | I agree a lot * -1 (53)<br>I agree a little * -2<br>I don't agree at all * -3<br>Did not see ad * -4 |
| c. | How much do you agree or disagree that the ad exaggerated the risks or dangers of drugs? | I agree a lot * -1 (54)<br>I agree a little * -2<br>I don't agree at all * -3<br>Did not see ad * -4 |
| d. | How much did you like the ad?*                                                           | A lot * -1 (55)<br>A little * -2<br>Not at all * -3<br>Did not see ad * -4                           |

### \*New

***A young woman in a kitchen smashes an egg with a frying pan, and then smashes up the kitchen, to show how heroin wrecks your body and your life.***

- |    |                                                                                          |                                                                                                      |
|----|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| a. | How often have you seen this ad in the past few months?                                  | Often * -1 (56)<br>A few times * -2<br>Not at all * -3                                               |
| b. | How much do you agree or disagree that the ad made you less likely to try or use drugs?  | I agree a lot * -1 (57)<br>I agree a little * -2<br>I don't agree at all * -3<br>Did not see ad * -4 |
| c. | How much do you agree or disagree that the ad exaggerated the risks or dangers of drugs? | I agree a lot * -1 (58)<br>I agree a little * -2<br>I don't agree at all * -3<br>Did not see ad * -4 |
| d. | How much did you like the ad?*                                                           | A lot * -1 (59)<br>A little * -2<br>Not at all * -3<br>Did not see ad * -4                           |

**You hear very upset people phoning 911 because someone is in trouble from using methamphetamines (speed). The announcer gives you a phone number to call for information.**

- |    |                                                                                          |                      |           |
|----|------------------------------------------------------------------------------------------|----------------------|-----------|
| a. | How often have you seen this ad in the past few months?                                  | Often                | * -1 (60) |
|    |                                                                                          | A few times          | * -2      |
|    |                                                                                          | Not at all           | * -3      |
| b. | How much do you agree or disagree that the ad made you less likely to try or use drugs?  | I agree a lot        | * -1 (61) |
|    |                                                                                          | I agree a little     | * -2      |
|    |                                                                                          | I don't agree at all | * -3      |
|    |                                                                                          | Did not see ad       | * -4      |
| c. | How much do you agree or disagree that the ad exaggerated the risks or dangers of drugs? | I agree a lot        | * -1 (62) |
|    |                                                                                          | I agree a little     | * -2      |
|    |                                                                                          | I don't agree at all | * -3      |
|    |                                                                                          | Did not see ad       | * -4      |
| d. | How much did you like the ad?*                                                           | A lot                | * -1 (63) |
|    |                                                                                          | A little             | * -2      |
|    |                                                                                          | Not at all           | * -3      |
|    |                                                                                          | Did not see ad       | * -4      |

**You see a series of scenes: a girl seated at her mirror, a group of boys graduating, a little boy on a seesaw. For each scene, you hear a voice asking: What would make you claw at your skin until it scarred, What would make you rob a convenience store, What would make you cut off your son's head? The spot ends by asking: What would make you try crystal meth?**

- |    |                                                                                          |                      |           |
|----|------------------------------------------------------------------------------------------|----------------------|-----------|
| a. | How often have you seen this ad in the past few months?                                  | Often                | * -1 (64) |
|    |                                                                                          | A few times          | * -2      |
|    |                                                                                          | Not at all           | * -3      |
| b. | How much do you agree or disagree that the ad made you less likely to try or use drugs?  | I agree a lot        | * -1 (65) |
|    |                                                                                          | I agree a little     | * -2      |
|    |                                                                                          | I don't agree at all | * -3      |
|    |                                                                                          | Did not see ad       | * -4      |
| c. | How much do you agree or disagree that the ad exaggerated the risks or dangers of drugs? | I agree a lot        | * -1 (66) |
|    |                                                                                          | I agree a little     | * -2      |
|    |                                                                                          | I don't agree at all | * -3      |
|    |                                                                                          | Did not see ad       | * -4      |
| d. | How much did you like the ad?*                                                           | A lot                | * -1 (67) |
|    |                                                                                          | A little             | * -2      |
|    |                                                                                          | Not at all           | * -3      |
|    |                                                                                          | Did not see ad       | * -4      |

*A teenage girl talks about how she didn't think marijuana would be a problem: she'd just smoke and hang out with friends. But she found that smoking marijuana led her to other drugs, including crack. She ends by saying that you have to think about the consequences of smoking marijuana.*

- |    |                                                                                          |                      |           |
|----|------------------------------------------------------------------------------------------|----------------------|-----------|
| a. | How often have you seen this ad in the past few months?                                  | Often                | * -1 (68) |
|    |                                                                                          | A few times          | * -2      |
|    |                                                                                          | Not at all           | * -3      |
| b. | How much do you agree or disagree that the ad made you less likely to try or use drugs?  | I agree a lot        | * -1 (69) |
|    |                                                                                          | I agree a little     | * -2      |
|    |                                                                                          | I don't agree at all | * -3      |
|    |                                                                                          | Did not see ad       | * -4      |
| c. | How much do you agree or disagree that the ad exaggerated the risks or dangers of drugs? | I agree a lot        | * -1 (70) |
|    |                                                                                          | I agree a little     | * -2      |
|    |                                                                                          | I don't agree at all | * -3      |
|    |                                                                                          | Did not see ad       | * -4      |
| d. | How much did you like the ad?*                                                           | A lot                | * -1 (71) |
|    |                                                                                          | A little             | * -2      |
|    |                                                                                          | Not at all           | * -3      |
|    |                                                                                          | Did not see ad       | * -4      |

*The commercial shows different scenes of a teenage girl in the city, hanging out with a guy who looks like a drug dealer. The announcer says that some girls think hanging out with a drug dealer is a way to live "the good life." But the teenage girl and her baby accidentally end up in the rifle sight of a sniper on the roof who is trying to shoot the dealer.*

- |    |                                                                                          |                      |           |
|----|------------------------------------------------------------------------------------------|----------------------|-----------|
| a. | How often have you seen this ad in the past few months?                                  | Often                | * -1 (72) |
|    |                                                                                          | A few times          | * -2      |
|    |                                                                                          | Not at all           | * -3      |
| b. | How much do you agree or disagree that the ad made you less likely to try or use drugs?  | I agree a lot        | * -1 (73) |
|    |                                                                                          | I agree a little     | * -2      |
|    |                                                                                          | I don't agree at all | * -3      |
|    |                                                                                          | Did not see ad       | * -4      |
| c. | How much do you agree or disagree that the ad exaggerated the risks or dangers of drugs? | I agree a lot        | * -1 (74) |
|    |                                                                                          | I agree a little     | * -2      |
|    |                                                                                          | I don't agree at all | * -3      |
|    |                                                                                          | Did not see ad       | * -4      |
| d. | How much did you like the ad?*                                                           | A lot                | * -1 (75) |
|    |                                                                                          | A little             | * -2      |
|    |                                                                                          | Not at all           | * -3      |
|    |                                                                                          | Did not see ad       | * -4      |

*The commercial follows a teenage girl called Maria as she walks through the city. Different people tempt her, offering her drugs, but she rejects their offers. The commercial ends by saying that when Maria refuses the drugs, she is one day stronger, one day freer.*

- |    |                                                                                          |                      |           |
|----|------------------------------------------------------------------------------------------|----------------------|-----------|
| a. | How often have you seen this ad in the past few months?                                  | Often                | • -1 (7)  |
|    |                                                                                          | A few times          | • -2      |
|    |                                                                                          | Not at all           | • -3      |
| b. | How much do you agree or disagree that the ad made you less likely to try or use drugs?  | I agree a lot        | • -1 (8)  |
|    |                                                                                          | I agree a little     | • -2      |
|    |                                                                                          | I don't agree at all | • -3      |
|    |                                                                                          | Did not see ad       | • -4      |
| c. | How much do you agree or disagree that the ad exaggerated the risks or dangers of drugs? | I agree a lot        | • -1 (9)  |
|    |                                                                                          | I agree a little     | • -2      |
|    |                                                                                          | I don't agree at all | • -3      |
|    |                                                                                          | Did not see ad       | • -4      |
| d. | How much did you like the ad?*                                                           | A lot                | • -1 (10) |
|    |                                                                                          | A little             | • -2      |
|    |                                                                                          | Not at all           | • -3      |
|    |                                                                                          | Did not see ad       | • -4      |

*You see a boy lying in bed, paranoid and hallucinating that bugs are crawling all over him. The announcer says that you can get these hallucinations when you're hooked on meth, which you see being heated and bubbling in a spoon, and in a syringe. The commercial ends by saying, "Sweet dreams."*

- |    |                                                                                          |                      |           |
|----|------------------------------------------------------------------------------------------|----------------------|-----------|
| a. | How often have you seen this ad in the past few months?                                  | Often                | • -1 (11) |
|    |                                                                                          | A few times          | • -2      |
|    |                                                                                          | Not at all           | • -3      |
| b. | How much do you agree or disagree that the ad made you less likely to try or use drugs?  | I agree a lot        | • -1 (12) |
|    |                                                                                          | I agree a little     | • -2      |
|    |                                                                                          | I don't agree at all | • -3      |
|    |                                                                                          | Did not see ad       | • -4      |
| c. | How much do you agree or disagree that the ad exaggerated the risks or dangers of drugs? | I agree a lot        | • -1 (13) |
|    |                                                                                          | I agree a little     | • -2      |
|    |                                                                                          | I don't agree at all | • -3      |
|    |                                                                                          | Did not see ad       | • -4      |
| d. | How much did you like the ad?*                                                           | A lot                | • -1 (14) |
|    |                                                                                          | A little             | • -2      |
|    |                                                                                          | Not at all           | • -3      |
|    |                                                                                          | Did not see ad       | • -4      |

**PDFA - Adapted**

18. How often do you watch TV, listen to the radio, read a newspaper, read a magazine? ("X" ONE ANSWER FOR EACH COLUMN)

|                            | (15)      | (16)         | (17)             | (18)            |
|----------------------------|-----------|--------------|------------------|-----------------|
|                            | <u>TV</u> | <u>Radio</u> | <u>Newspaper</u> | <u>Magazine</u> |
| Every day.....             | * -1      | * -1         | * -1             | * -1            |
| Almost every day.....      | * -2      | * -2         | * -2             | * -2            |
| Once or twice a week.....  | * -3      | * -3         | * -3             | * -3            |
| Once or twice a month..... | * -4      | * -4         | * -4             | * -4            |
| A few times a year.....    | * -5      | * -5         | * -5             | * -5            |
| Never.....                 | * -6      | * -6         | * -6             | * -6            |

19a. Do you have cable or satellite TV in your home? Yes \* -1 No \* -2 (19)

19b. In the past few months, have you used the internet? Yes \* -1 No \* -2 (20)

**NEWCOMB - Adapted from Zuckerman**

20. How often do you feel the following way? ("X" ONE ANSWER FOR EACH LINE ITEM)

|                                                                                     | <u>Never</u> | <u>Rarely</u> | <u>Sometimes</u> | <u>Usually</u> | <u>Always</u> |      |
|-------------------------------------------------------------------------------------|--------------|---------------|------------------|----------------|---------------|------|
| a. I would like to explore strange places.....                                      | * -1         | * -2          | * -3             | * -4           | * -5          | (21) |
| b. I like to do frightening things.....                                             | * -1         | * -2          | * -3             | * -4           | * -5          | (22) |
| c. I like wild parties.....                                                         | * -1         | * -2          | * -3             | * -4           | * -5          | (23) |
| d. I like to be around real party-ers.....                                          | * -1         | * -2          | * -3             | * -4           | * -5          | (24) |
| e. I would like to live in the fast lane.....                                       | * -1         | * -2          | * -3             | * -4           | * -5          | (25) |
| f. I like watching sexy scenes in movies.....                                       | * -1         | * -2          | * -3             | * -4           | * -5          | (26) |
| g. I would love to have new and exciting experiences, even if they are illegal..... | * -1         | * -2          | * -3             | * -4           | * -5          | (27) |
| h. I prefer friends who are excitingly unpredictable.....                           | * -1         | * -2          | * -3             | * -4           | * -5          | (28) |

**RWJ**

21. On average, how often in the last year have you gone to church, synagogue, or some other type of religious service?

|                              |      |      |
|------------------------------|------|------|
| Never.....                   | * -1 | (29) |
| Few times a year.....        | * -2 |      |
| Once or twice per month..... | * -3 |      |
| Weekly or almost weekly..... | * -4 |      |
| More than once a week.....   | * -5 |      |



RWJ

22. How much do you like school? Would you say...

A lot ..... \* -1 (30)  
 Some ..... \* -2  
 Very little, or ..... \* -3  
 Not at all ..... \* -4

RWJ

23. How do you do in school? Would you say...

Much better than average ..... \* -1 (31)  
 Better than average ..... \* -2  
 Average ..... \* -3  
 Below average ..... \* -4  
 Don't know ..... \* -5

RWJ

24. During the **LAST FOUR WEEKS**, about how many whole days of school have you missed...

|                                       | <u>None</u> | <u>1 Day</u> | <u>2 Days</u> | <u>3 Days</u> | <u>4 to 5 Days</u> | <u>6 to 10 Days</u> | <u>11 or More</u> |      |
|---------------------------------------|-------------|--------------|---------------|---------------|--------------------|---------------------|-------------------|------|
| a. Because of illness.....            | * -0        | * -1         | * -2          | * -3          | * -4               | * -5                | * -6              | (32) |
| b. Because you skipped or "cut" ..... | * -0        | * -1         | * -2          | * -3          | * -4               | * -5                | * -6              | (33) |

RWJ

25. In the past year have you participated in organized sports or organized physical team activities, such as basketball, hockey, or cheerleading?

Yes..... \* -1 (34)  
 No ..... \* -2

RWJ

26. Have you ever been suspended or expelled from school?

No ..... \* -1 (35)  
 Yes, one time ..... \* -2  
 Yes, two or more times..... \* -3

TURN TO THE NEXT PAGE



### SECTION III Demographics and Background

27. How old are you?

|                    |                       |      |
|--------------------|-----------------------|------|
| Under 13 .....* -2 | 16 .....* -6          | (36) |
| 13 .....* -3       | 17 .....* -7          |      |
| 14 .....* -4       | 18 .....* -8          |      |
| 15 .....* -5       | 19 or older .....* -9 |      |

28. Your sex:

|                  |      |
|------------------|------|
| Male.....* -1    | (37) |
| Female .....* -2 |      |

29. What grade are you in?

|              |                |      |
|--------------|----------------|------|
| 7th.....* -7 | 10th .....* -6 | (38) |
| 8th.....* -8 | 11th .....* -8 |      |
| 9th.....* -9 | 12th .....* -9 |      |

30. Race:

|                                               |      |
|-----------------------------------------------|------|
| White .....* -1                               | (39) |
| Black or African American.....* -2            |      |
| Asian or Pacific Islander.....* -3            |      |
| Other (Please write your race below).....* -4 |      |

31. Are you Hispanic?

|              |      |
|--------------|------|
| Yes.....* -1 | (40) |
| No .....* -2 |      |

32. Who do you live with? ("X" ALL THAT APPLY)

|                                       |      |
|---------------------------------------|------|
| Both parents .....* -1                | (41) |
| Mother only .....* -2                 |      |
| Father only.....* -3                  |      |
| Mother and stepfather.....* -4        |      |
| Father and stepmother.....* -5        |      |
| Grandparents.....* -6                 |      |
| Other relatives.....* -7              |      |
| Other adults (not relatives).....* -8 |      |

ME

33. If you had ever used marijuana do you think that you would have said so in this questionnaire?

|                       |      |
|-----------------------|------|
| No .....* -1          | (42) |
| Not sure.....* -2     |      |
| Yes.....* -3          |      |
| I did say so.....* -4 |      |

ME

34. If you had ever used heroin, do you think that you would have said so in this questionnaire?

|                       |      |
|-----------------------|------|
| No .....* -1          | (43) |
| Not sure.....* -2     |      |
| Yes.....* -3          |      |
| I did say so.....* -4 |      |

**THANK YOU VERY MUCH FOR YOUR HELP!**

CATI SCREENER

**DRUG ATTITUDES STUDY  
PARENT QUESTIONNAIRE  
(PARENTS OF CHILDREN 18 AND UNDER)**

**TELEPHONE INTERVIEW**

1998  
AUDITS & SURVEYS WORLDWIDE  
New York, NY

OMB Control No. 3201-0004

CSR-National  
Parents W1 and W2

Hello. I'm \_\_\_\_\_ of Audits & Surveys, a national market research company. We're conducting a national survey to find out how people feel about the use of various drugs.

Your answers will be completely confidential. If you feel uncomfortable answering any question or you feel you cannot answer it honestly, you can choose not to answer.

This is not a test. We just want to know what you think.

1. How many members of your household are the parent of child aged 18 or younger (including yourself)?  
\_\_\_\_\_

- IF NONE, TERMINATE.
- IF ONE, ASK TO SPEAK TO THAT PERSON.
- IF NECESSARY, SCHEDULE CALLBACK.

**IF TWO OR MORE, ASK:**

2. Of these people, may I speak to the one who has the next birthday?

|     |   |           |
|-----|---|-----------|
| YES | • | CONTINUE  |
| NO  | • | TERMINATE |

- IF NECESSARY, SCHEDULE CALLBACK.

WHEN PERSON COMES TO PHONE, RE-INTRODUCE SELF.  
VERIFY THAT PERSON IS THE PARENT OF A CHILD AGED  
18 OR YOUNGER.

1. How many children age 18 or under do you have?

1 .....  
2 .....  
3 .....

4 .....  
5 .....  
6 or more .....

2. How many are

Under 5 years old .....

5-8 years old .....

9-12 years old .....

13-15 years old .....

16-17 years old .....

18 years old .....



### Attitudes and Beliefs about Drugs

3. I'm going to read you some statements about young people using drugs. For each statement, please tell me how much overall risk in harming themselves, physically or in other ways, there would be if young people did the following -- GREAT RISK, MODERATE RISK, SLIGHT RISK, or NO RISK.

How much overall risk do you think there is if a young person...

a. **Tried marijuana once or twice**

Would you say there is Great Risk, Moderate Risk, Slight Risk, or No Risk if a young person tried marijuana once or twice?

\_\_\_ Great Risk    \_\_\_ Moderate Risk    \_\_\_ Slight Risk    \_\_\_ No Risk

b. **Used marijuana regularly**

Would you say there is Great Risk, Moderate Risk, Slight Risk, or No Risk?

\_\_\_ Great Risk    \_\_\_ Moderate Risk    \_\_\_ Slight Risk    \_\_\_ No Risk

c. **Tried cocaine/crack once or twice**

Would you say there is Great Risk, Moderate Risk, Slight Risk, or No Risk?

\_\_\_ Great Risk    \_\_\_ Moderate Risk    \_\_\_ Slight Risk    \_\_\_ No Risk

d. **Used cocaine/crack regularly**

Would you say there is Great Risk, Moderate Risk, Slight Risk, or No Risk?

\_\_\_ Great Risk    \_\_\_ Moderate Risk    \_\_\_ Slight Risk    \_\_\_ No Risk

e. **Sniffed things like glue to get high once or twice**

Would you say there is Great Risk, Moderate Risk, Slight Risk, or No Risk?

\_\_\_ Great Risk    \_\_\_ Moderate Risk    \_\_\_ Slight Risk    \_\_\_ No Risk

f. **Sniffed things like glue to get high regularly**

Would you say there is Great Risk, Moderate Risk, Slight Risk, or No Risk?

\_\_\_ Great Risk    \_\_\_ Moderate Risk    \_\_\_ Slight Risk    \_\_\_ No Risk

I  
g. **Tried methamphetamines once or twice**

Would you say there is Great Risk, Moderate Risk, Slight Risk, or No Risk?

\_\_\_ Great Risk    \_\_\_ Moderate Risk    \_\_\_ Slight Risk    \_\_\_ No Risk

I  
h. **Used methamphetamines regularly**

Would you say there is Great Risk, Moderate Risk, Slight Risk, or No Risk?

\_\_\_ Great Risk    \_\_\_ Moderate Risk    \_\_\_ Slight Risk    \_\_\_ No Risk

N  
i. **Tried heroin once or twice**

Would you say there is Great Risk, Moderate Risk, Slight Risk, or No Risk?

\_\_\_ Great Risk    \_\_\_ Moderate Risk    \_\_\_ Slight Risk    \_\_\_ No Risk

N  
j. **Used heroin regularly**

Would you say there is Great Risk, Moderate Risk, Slight Risk, or No Risk?

\_\_\_ Great Risk    \_\_\_ Moderate Risk    \_\_\_ Slight Risk    \_\_\_ No Risk

Now I'm going to ask you a set of statements about **your child's** experiences and how he or she feels about drugs. Please think about **your oldest child who is 18 years of age or younger**.

4. First of all, what is the age of your oldest child who is 18 years of age or younger?

|         |                      |    |
|---------|----------------------|----|
| Under 6 | • <b>SKIP TO Q.9</b> | 11 |
|         |                      | 12 |
| 6       |                      | 13 |
| 7       |                      | 14 |
| 8       |                      | 15 |
| 9       |                      | 16 |
| 10      |                      | 17 |
|         |                      | 18 |

5. What sex is that child?

Male  
Female

6. What grade is that child currently enrolled in?

|              |     |               |
|--------------|-----|---------------|
| Pre-school   | 4th | 9th           |
| Kindergarten | 5th | 10th          |
| 1st          | 6th | 11th          |
| 2nd          | 7th | 12th          |
| 3rd          | 8th | College       |
|              |     | Not in school |

7. Have you ever talked to your child about drugs?

|     |                             |
|-----|-----------------------------|
| Yes | • <b>ANSWER QUESTION 8</b>  |
| No  | • <b>SKIP TO QUESTION 9</b> |

**IF "YES" TO QUESTION 7, ANSWER QUESTION 8:**

8. In the past year, how often have you talked to your child about drugs?

Never  
Once  
Two or three times  
Four or more times

9. For each statement, please tell me whether you AGREE STRONGLY, AGREE SOMEWHAT, DISAGREE SOMEWHAT, or DISAGREE STRONGLY.

a. **What I say will have little influence over whether my child tries marijuana.**

Do you Agree Strongly, Agree Somewhat, Disagree Somewhat, or Disagree Strongly?

\_\_\_ Agree Strongly \_\_\_ Agree Somewhat \_\_\_ Disagree Somewhat \_\_\_ Disagree Strongly

b. **My child knows exactly how I feel about him/her using drugs.**

Do you Agree Strongly, Agree Somewhat, Disagree Somewhat, or Disagree Strongly?

\_\_\_ Agree Strongly \_\_\_ Agree Somewhat \_\_\_ Disagree Somewhat \_\_\_ Disagree Strongly

c. **I have clear, stated, and specific rules for drug use by my child.**

Do you Agree Strongly, Agree Somewhat, Disagree Somewhat, or Disagree Strongly?

\_\_\_ Agree Strongly \_\_\_ Agree Somewhat \_\_\_ Disagree Somewhat \_\_\_ Disagree Strongly

d. **I don't think it is so bad if my child tries marijuana.**

Do you Agree Strongly, Agree Somewhat, Disagree Somewhat, or Disagree Strongly?

\_\_\_ Agree Strongly \_\_\_ Agree Somewhat \_\_\_ Disagree Somewhat \_\_\_ Disagree Strongly

e. **It wouldn't worry me if my child tried sniffing things to get high, like glue.**

Do you Agree Strongly, Agree Somewhat, Disagree Somewhat, or Disagree Strongly?

\_\_\_ Agree Strongly \_\_\_ Agree Somewhat \_\_\_ Disagree Somewhat \_\_\_ Disagree Strongly

f. **I believe I have all the skills and information I need to help my child avoid drugs.**

Do you Agree Strongly, Agree Somewhat, Disagree Somewhat, or Disagree Strongly?

\_\_\_ Agree Strongly \_\_\_ Agree Somewhat \_\_\_ Disagree Somewhat \_\_\_ Disagree Strongly

I  
10.

In the past few months, how frequently have you seen or heard commercials or ads telling you about the risks of drugs? Would you say . . . (READ LIST)

Not at all  
Less than once a month  
1-3 times a month  
1-3 times a week  
Every day or almost every day  
More than once a day

(If respondent indicates "Not at all," interviewer should skip to Question 12.)

I  
11a.

How much do you agree or disagree that these commercials or ads have . . .  
**made you more aware of the risks of using drugs**

Do you Agree a Lot, Agree a Little, Disagree a Little, or Disagree a Lot?

\_\_\_ Agree a Lot \_\_\_ Agree a Little \_\_\_ Disagree a Little \_\_\_ Disagree a Lot

I  
11b.

How much do you agree or disagree that these commercials or ads have . . .  
**given you new information or told you things you didn't know about drugs**

Do you Agree a Lot, Agree a Little, Disagree a Little, or Disagree a Lot?

\_\_\_ Agree a Lot \_\_\_ Agree a Little \_\_\_ Disagree a Little \_\_\_ Disagree a Lot

I  
11c.

How much do you agree or disagree that these commercials or ads have . . .  
**made you aware that America's drug problem is something that could affect your children.**

Do you Agree a Lot, Agree a Little, Disagree a Little, or Disagree a Lot?

\_\_\_ Agree a Lot \_\_\_ Agree a Little \_\_\_ Disagree a Little \_\_\_ Disagree a Lot

12. Now I'm going to read you some short descriptions of anti-drug television commercials that may or may not have been shown in your area over the past few months. For each ad I'd like you to tell me how often you saw it in the past few months.

- a. **A boy skateboards through a safe-looking suburban neighborhood and then smokes a marijuana joint with his friend.**

In the past few months, did you see this advertisement Often, a Few Times or Not at All?

\_\_\_\_ Often      \_\_\_\_ A Few Times      \_\_\_\_ Not at All

- b. **Carroll O'Connor (who played Archie Bunker on TV) talks about how his son killed himself after using drugs and urges you to get between your kids and drugs any way you can.**

In the past few months, did you see this advertisement Often, a Few Times or Not at All?

\_\_\_\_ Often      \_\_\_\_ A Few Times      \_\_\_\_ Not at All

- c. **A young girl is being interviewed in a classroom. She is asked how she knows so much about the dangers of matches and strangers. She replies "My mommy told me." When asked about drugs, the girl is silent.**

In the past few months, did you see this advertisement Often, a Few Times or Not at All?

\_\_\_\_ Often      \_\_\_\_ A Few Times      \_\_\_\_ Not at All

- d. **As you move from room to room in a suburban house, you learn that ordinary household products, when inhaled or sniffed, can kill kids.**

In the past few months, did you see this advertisement Often, a Few Times or Not at All?

\_\_\_\_ Often      \_\_\_\_ A Few Times      \_\_\_\_ Not at All

- e. **A boy and his father, standing outside in a playground, practice how to say no to drug dealers.**

In the past few months, did you see this advertisement Often, a Few Times or Not at All?

\_\_\_\_ Often      \_\_\_\_ A Few Times      \_\_\_\_ Not at All

### MASS MEDIA CONSUMPTION

N

- 13a. How often do you watch TV? Please stop me at the point that applies to you. (READ LIST)

\_\_\_\_ Every day  
\_\_\_\_ Almost every day  
\_\_\_\_ Once or twice a week  
\_\_\_\_ Once or twice a month  
\_\_\_\_ A few times a year, or  
\_\_\_\_ Never

13b. How often do you listen to the radio? Please stop me at the point that applies to you. (READ LIST)

- ☐ Every day
- ☐ Almost every day
- ☐ Once or twice a week
- ☐ Once or twice a month
- ☐ A few times a year, or
- ☐ Never

13c. How often do you read the newspaper? Please stop me at the point that applies to you. (READ LIST)

- ☐ Every day
- ☐ Almost every day
- ☐ Once or twice a week
- ☐ Once or twice a month
- ☐ A few times a year, or
- ☐ Never

13d. How often do you read a magazine? Please stop me at the point that applies to you. (READ LIST)

- ☐ Every day
- ☐ Almost every day
- ☐ Once or twice a week
- ☐ Once or twice a month
- ☐ A few times a year, or
- ☐ Never

14a. Do you have cable or satellite TV in your home? Yes No

14b. In the past few months, have you used the internet? Yes No



## DEMOGRAPHICS

I now have a few final questions just for classification purposes.

15. Which one of the following age groups are you in? Please stop me when I reach your age group. Are you.  
... (READ LIST)

|          |             |
|----------|-------------|
| 18 to 24 | 45 to 54    |
| 25 to 34 | 55 to 64    |
| 35 to 44 | 65 or older |

16. Are you white, black or African American, Asian or Pacific Islander, or some other ethnic group?

White  
Black or African American  
Asian or Pacific Islander  
Other (Specify: \_\_\_\_\_)

17. Are you of Hispanic origin?

Yes  
No

18. Are you (READ LIST)

Married  
Single, never married  
Single, never married, and living with opposite sex  
Divorced or separated  
Widow or widower

19. What is the highest level of schooling you have completed? (DO NOT READ LIST)

Some high school or less  
Completed high school  
Some college  
Completed college  
Graduate school

20. Which of the following income groups best describes the total yearly income of all members of your household combined last year (READ LIST)

Under \$10,000  
\$10,000-\$14,999  
\$15,000-\$24,999  
\$25,000-\$34,999  
\$35,000-\$49,999  
\$50,000-\$74,999  
\$75,000-\$99,999  
\$100,000 or over

21. What is your 5-digit zip code? \_ \_ \_ \_ \_

22. **CODE SEX:**

Male  
Female

**THANK YOU VERY MUCH FOR PARTICIPATING  
IN THIS IMPORTANT RESEARCH STUDY.**

APPENDIX C

WEIGHTING PROCEDURES

## APPENDIX C: WEIGHTING PROCEDURES

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### WEIGHTING FOR SCHOOL POPULATIONS

In each wave of the study, data were separately weighted for the two student populations (4th-6th grades; 7th-12th grades).

Schools were originally selected with probability proportional to size. An equal number of classes was assigned per school, in such a way as to yield an equal number of classes for each grade. Since the design called for 3 classes per school and 350 schools (175 for each of the two student populations), this would yield a total of 1050 classes. Half of these would be from the 4th-6th grades, and half from the 7th-12th grades. At the bottom line, this means that there were 175 classes from each of grades 4 through 6; there were 87.5 classes (i.e., either 87 or 88 classes) from each of grades 7 through 12. In this way, classes were selected within schools with equal probability. Size of class is self-weighting, since all students in each of the selected classes would participate, thus making each student's probability of selection within the school equal.

Data was first weighted by a design weight, to account for variation in probability of selection. The probability of selection for an individual student may be expressed as the probability of selection of the PSU (county) in which the student attends school times the probability of selection of the student's school from within that PSU times the probability of selection of the student's class from within the school. These elements may be expressed as:

The probability of selection of PSU  $i$  is proportional to (multiplied by a constant for the number of PSUs to be selected):

$$n_i / N$$

where  $n_i$  is the number of eligible students in PSU  $i$  and  $N$  is the number of eligible students in the universe.

The probability of selection of school  $j$  from within PSU  $i$  is:

$$n_j / n_i$$

where  $n_j$  is the number of eligible students in school  $j$ , and  $n_i$  is the number of eligible students in PSU  $i$ .

Finally, the probability of selection of a student in class  $k$  from within school  $j$  is proportional to:

$$n_k / n_j$$

where  $n_k$  is the number of students participating in the study from school  $j$ , and  $n_j$  is the number of eligible students in school  $j$ .

The composite probability of selection for an individual student, then, is proportional to:

$$(n_i / N)(n_j / n_i)(n_k / n_j) = n_k / N$$

Thus, the balance weight should be proportional to the inverse of the number of students participating in the study from each school, and was applied in the form:

$$c / n_k$$

where  $c$  is a constant, and  $n_k$  is the number of students participating from a given school.

Following the application of this weight, a location adjustment weight was applied to bring into line with the census the number of schools by metropolitan/nonmetropolitan within census division. Since the original sample was stratified by these two characteristics, this weight adjusted for the minor variations from the census resulting from non-coverage of PSUs.<sup>1</sup>

The final weighting that was performed was the projection weight, which was a balance weighting or a "weighting adjustment." In calculating results from the school studies, projection weighting to universe values was carried out for selected demographics. In this stage, data were weighted to balance by grade, sex, and ethnicity within census region. In this process, the universe counts were determined (or estimated from available census data) for each cell of a weighting diagram by the three demographics—grade, sex, and ethnicity—within each region. Then, cell by cell, each sample cell count was weighted up to the desired universe count for that cell. Expressed as a formula:

$$w_{ijkl} = N_{ijkl} / n_{ijkl}$$

where:  $w_{ijkl}$  is the weight for region  $i$ , grade  $j$ , gender  $k$ , and ethnicity  $l$ ,

$N_{ijkl}$  is the (estimated) universe count for region  $i$ , grade  $j$ , gender  $k$ , and ethnicity  $l$ ,

$n_{ijkl}$  is the sample count for region  $i$ , grade  $j$ , gender  $k$ , and ethnicity  $l$ .

In the analyses of these survey data, a nonresponse adjustment was implicitly performed because of the use of estimated universe counts in the weighting procedure. Consequently, a separate nonresponse adjustment was not necessary.

When applying weights to point estimates for any result (for example, the proportion of students seeing a specific ad), the projection weights that are

<sup>1</sup> For the youth sample, 173 out of the 175 PSUs were covered; for the teen sample, the number was 172 out of 175.



calculated generate individual respondent weights—that is, at the end of the weighting process, each respondent is assigned the weight calculated for the cell into which that respondent fell. This weight is then permanently associated with that specific individual respondent's data. Thereafter, any "weighted" data is obtained by summing these weights across all specified respondents (for any particular specification).

For example, the weighted percent of students seeing a specific ad would be calculated by taking the sum of the weights for each respondent who saw the ad, and dividing that total by the sum of the weights for all respondents. The same calculation applies for any given subset of the respondents (summing over the subset instead of over the total sample).

**Universe Counts**—The total number of students in the relevant grades for a given segment was taken from U.S. Census data as follows:

- The number of students in each grade by race and sex were taken from Table 3 of the U.S. Census report on "School Enrollment- Social and Economic Characteristics of Students: October 1996" (P20-500).
- The distribution of these numbers across the four census regions was estimated separately for each ethnicity by using data from the Statistical Abstract.

**Undesignated on Demographics**—Adjustments were made to deal with undesignated sex and ethnicity; region and grade were never missing, since they were automatically recorded at the time of the interview.

- Respondents who were undesignated on sex were assigned the average weight for male and female respondents in the same grade, ethnicity and region. This occurred among 1.5% of students at baseline, and among 1.8% of students at follow-up. The weights for all three sex categories (male, female, and undesignated) were then adjusted down to maintain the original total weighted count for the given grade within the given segment of the market.
- Respondents who were undesignated on ethnicity were similarly given average weights for the other ethnicities for the given grade, sex, and region. Undesignated responses on ethnicity occurred among 2.5% of students at baseline and among 3.0% of students at follow-up.

**Empty Cells and Extreme Weights**—No empty cells and no extreme weights occurred for either wave of data for the two student samples.

**Distribution of Weights**—The following tables represent the distribution of weights for the elementary and secondary samples, for the two waves of interviewing. Weights are presented relative to the average (i.e., "1.0" would be a weight that happened to be exactly the average for the particular sample and wave, "2.0" would be a weight that was twice the average, etc.).

| Youth Sample     |          |          | Teen Sample      |          |          |
|------------------|----------|----------|------------------|----------|----------|
| Range of Weights | Wave 1 % | Wave 2 % | Range of Weights | Wave 1 % | Wave 2 % |
| 0.0 - 0.2        | 0        | 0        | 0.0 - 0.2        | 1        | 0        |
| 0.2 - 0.4        | 3        | 4        | 0.2 - 0.4        | 7        | 8        |
| 0.4 - 0.6        | 8        | 9        | 0.4 - 0.6        | 16       | 13       |
| 0.6 - 0.8        | 21       | 16       | 0.6 - 0.8        | 20       | 19       |
| 0.8 - 1.0        | 25       | 25       | 0.8 - 1.0        | 18       | 18       |
| 1.0 - 1.2        | 20       | 20       | 1.0 - 1.2        | 11       | 15       |
| 1.2 - 1.4        | 12       | 12       | 1.2 - 1.4        | 9        | 9        |
| 1.4 - 1.6        | 6        | 6        | 1.4 - 1.6        | 5        | 6        |
| 1.6 - 1.8        | 4        | 4        | 1.6 - 1.8        | 4        | 4        |
| 1.8 - 2.0        | 2        | 2        | 1.8 - 2.0        | 3        | 3        |
| 2.0 - 3.0        | 2        | 1        | 2.0 - 3.0        | 4        | 4        |
| 3.0 - 4.0        | 0        | 0        | 3.0 - 4.0        | 1        | 1        |
| Over 4.0         | 0        | 0        | Over 4.0         | 0        | 0        |

### WEIGHTING FOR PARENTS DATA

**Universe Counts**—The universe for the parent study was all parents of children 18 years of age or younger in the United States. A probability sample was drawn, using the principles of random digit dialing, enhanced to increase the incidence of working residential telephone households. This methodology makes it possible to project the sample results to the relevant universe. RDD gives unlisted telephone households the same chance of falling into the sample as listed ones. In the baseline wave, 4,209 parents were interviewed, and in the followup, 4,256 were interviewed, for a total of 8,465 interviews.

**Design Weighting**—The respondent selection frequency weight was applied to account for the fact that only one interview was obtained per household. The weight consisted of the number of parents in the household (i.e., an interview with a parent from a 1-parent household is given a weight of 1; an interview with a parent from a 2-parent household is given a weight of 2). This balances for inequality in the probability of selection of individual parents in the household.

**Balance Weighting**—Data were weighted by sex and ethnicity within census region. Target values were obtained from the 1990 census data. In order to estimate the sex and ethnicity ratios, the following procedure was followed for each region:

- Sex

Total female parents = sum of two-parent families plus one-parent (female) subfamilies.

Total male parents = sum of two-parent families plus one-parent (male) families plus two-parent subfamilies plus one-parent (male) subfamilies.

The ratio of parents by sex is the ratio of the above two numbers.

- Ethnicity

The above data are available in the 1990 census by ethnic group. The above calculation was thus made for male, female, and total parents within each ethnic group. Since Hispanics are included in the other ethnic categories, adjustment was made (using the racial breakdown of Hispanics from the census) to remove the Hispanics from the other ethnic categories as appropriate to bring the total to 100%.

The following table represents the distribution of weights for the parent sample for the two waves of interviewing. Weights are presented relative to the average (i.e., "1.0" would be a weight that happened to be exactly the average for the particular sample and wave, "2.0" would be a weight that was twice the average, etc.). The bimodal distribution is a result of the selection process of no more than one interview per household and the resultant difference in the weights of one-parent vs. two-parent households.

| Parents Sample   |          |          |
|------------------|----------|----------|
| Range of Weights | Wave 1 % | Wave 2 % |
| 0.0 – 0.2        | 0        | 0        |
| 0.2 – 0.4        | 8        | 8        |
| 0.4 – 0.6        | 15       | 17       |
| 0.6 – 0.8        | 24       | 23       |
| 0.8 – 1.0        | 10       | 10       |
| 1.0 – 1.2        | 14       | 19       |
| 1.2 – 1.4        | 15       | 8        |
| 1.4 – 1.6        | 8        | 8        |
| 1.6 – 1.8        | 2        | 2        |
| 1.8 – 2.0        | 1        | 1        |
| 2.0 – 3.0        | 3        | 2        |
| 3.0 – 4.0        | 0        | 1        |
| Over 4.0         | 1        | 1        |

## APPENDIX D

### STATISTICAL ANALYSIS FOR NET DIFFERENCE

## **APPENDIX D: STATISTICAL ANALYSIS FOR NET DIFFERENCE**

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### **STATISTICAL TEST**

The *t*-test approach was adopted for the net difference analysis of this study (Cochran, 1977; Hagenaars, 1990). This test compares the change from baseline to followup in observed percentage for each response to the survey questions.

For complex survey data analysis, it is critical to take into account the sampling design in the estimation of variances to improve the accuracy and reliability of the statistical testing. For a multi-stage probability sampling with replacement (at the first stage) design, the between-PSU within-stratum variance component is used to estimate the total variance (Cochran, 1977; Sarndal, et al., 1992). The calculation of the variance estimates may be based on the Taylor series linearization method, as performed by the statistical software we used (see the section, Statistical Software, below of this appendix). Our *t*-statistics for net difference were produced in such way.

### **ANALYSIS DESIGN**

The analysis was designed to best accommodate the actual sampling process. Due to different sampling designs for the youth and teen sample and for the parent sample, different analysis frames were used.

The youth and teen samples were analyzed as a multistage stratified clustering sample. The stratification was defined by the nine U.S. census divisions and within each census division by metropolitan and nonmetropolitan areas. Schools were the primary sampling units. The parent sample was analyzed as a one-stage stratified probability sample. The same stratification as described above was used. Parents were the primary sampling units.

For each sample, the comparison of response percentage between baseline and followup was conducted for the whole target population as well as for various demographic groups. For youth and teen samples, the demographic groupings considered in the analysis were those by gender, grade, ethnicity, and region. For the parent sample, the demographic and socioeconomic groupings included those by parent's gender, parent's age, parent's ethnic background, grade of the oldest child, total annual household income, and parent's education level.

### **STATISTICAL SOFTWARE**

For data analysis, the statistical software SUDAAN (Shah, et al., 1997) was used to perform the statistical testing. SUDAAN is a well-developed and widely used statistical software for the analysis of survey data with complex sample designs. SUDAAN can take into account main sampling design features. In the analysis for the Phase II evaluation, the net difference *t*-test was performed, using the SUDAAN procedure *RATIO*, as a contrast of the response proportions between



baseline and followup. For youth and teen samples, the design specification WR (multi-stage probability sampling with replacement) was used; for the parent sample, the design specification STRWR (single-stage stratified sampling with replacement) was used (Shah, et al., 1997, Chapters 3 and 7).

The recent versions of SUDAAN are SAS-callable, which makes use of SUDAAN much more convenient. The analysis capitalized on this feature of the software. A set of SAS macro programs including SUDAAN procedures were developed to produce analysis results in a form useful for the final report.

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## APPENDIX E

### SURVEY FINDINGS ON YOUTH, TEEN, AND PARENT AWARENESS QUESTIONS BY RACE/ETHNICITY

**Exhibit 1**  
**National Youth Anti-Drug Media Campaign: Phase II**  
**Significant Differences in Responses to Awareness Questions**  
**from Baseline to Followup by Race/Ethnicity in Percents**

| Question                                                                                                  | White    | Black    | Hispanic | Asian/<br>Pacific<br>Islander | All      |
|-----------------------------------------------------------------------------------------------------------|----------|----------|----------|-------------------------------|----------|
| <b>YOUTH</b>                                                                                              |          |          |          |                               |          |
| <b>Youth who responded "yes, I have seen the ad..."</b>                                                   |          |          |          |                               |          |
| <i>Long Way Home</i>                                                                                      | 40 / 51* | 58 / 66* | 49 / 58* | —                             | 44 / 54* |
| <i>Drowning</i>                                                                                           | 29 / 37* | —        | 49 / 58* | —                             | 36 / 43* |
| <i>Girlfriend</i>                                                                                         | 26 / 37* | 53 / 61* | 36 / 47* | —                             | 32 / 42* |
| <b>TEENS</b>                                                                                              |          |          |          |                               |          |
| <b>Teen frequency of seeing or hearing commercials or ads telling them about the risk of drugs...</b>     |          |          |          |                               |          |
| Not at all                                                                                                | 10 / 6   | —        | —        | —                             | 10 / 8   |
| Less than once a month                                                                                    | 14 / 11  | 12 / 9   | 14 / 10  | 16 / 9*                       | 14 / 11  |
| 1-3 times a month                                                                                         | 30 / 26  | —        | 23 / 20  | —                             | 26 / 24  |
| 1-3 times a week                                                                                          | 23 / 25  | —        | —        | —                             | 21 / 23  |
| Every day or almost every day                                                                             | 16 / 20  | —        | —        | —                             | 18 / 21  |
| More than once a day                                                                                      | 7 / 10   | —        | 11 / 14  | —                             | 9 / 12   |
| <b>Teens who agree they learned "a lot" from...</b>                                                       |          |          |          |                               |          |
| Parents or grandparents                                                                                   | 25 / 27  | —        | —        | —                             | 30 / 33  |
| Brother or sister                                                                                         | —        | 26 / 29  | —        | —                             | 21 / 22  |
| Friends                                                                                                   | 38 / 35  | —        | —        | —                             | 36 / 35  |
| TV commercials                                                                                            | 21 / 26* | —        | 26 / 32* | —                             | 25 / 30* |
| TV shows, news, or movies                                                                                 | 30 / 32  | 46 / 50  | 36 / 40  | —                             | 34 / 36  |
| Print ads in newspapers or magazines                                                                      | —        | 25 / 29  | 22 / 25  | —                             | 18 / 19  |
| Billboards outside                                                                                        | —        | 20 / 23  | 16 / 18  | —                             | 12 / 14  |
| Posters on buses, bus stops, or subways                                                                   | —        | —        | 15 / 18  | —                             | 11 / 12  |
| School posters                                                                                            | 15 / 19  | 27 / 31  | 23 / 27  | —                             | 18 / 22  |
| <b>Teens who reported they have seen the commercials "often" in the past few months...</b>                |          |          |          |                               |          |
| <i>Alex Straight A's</i>                                                                                  | 7 / 16*  | 14 / 18  | 11 / 17* | 11 / 19*                      | 9 / 17*  |
| <i>Frying Pan</i>                                                                                         | 17 / 32* | 26 / 38* | 16 / 29* | 16 / 31*                      | 18 / 32* |
| <i>Layla</i>                                                                                              | 5 / 8    | —        | 9 / 13   | —                             | 7 / 9    |
| <i>Rite of Passage</i>                                                                                    | 5 / 11*  | 10 / 15* | 11 / 17* | 6 / 14*                       | 7 / 12*  |
| <b>Teens who "agree a lot" that the following ads have made them less likely to try or use drugs...</b>   |          |          |          |                               |          |
| <i>Alex Straight A's</i>                                                                                  | 11 / 17* | 17 / 24* | 15 / 21* | —                             | 12 / 19* |
| <i>Frying Pan</i>                                                                                         | 21 / 36* | 34 / 44* | 21 / 34* | 18 / 33*                      | 23 / 36* |
| <i>Layla</i>                                                                                              | 10 / 14  | 16 / 22* | 15 / 18  | 14 / 21*                      | 12 / 16  |
| <i>Rite of Passage</i>                                                                                    | 9 / 14*  | 13 / 20* | 14 / 22* | 13 / 20*                      | 10 / 16* |
| <b>Teens who "don't agree at all" that the following ads exaggerated the risks or dangers of drugs...</b> |          |          |          |                               |          |
| <i>Alex Straight A's</i>                                                                                  | 13 / 21* | 14 / 18  | 12 / 17* | 9 / 16*                       | 13 / 20* |
| <i>Frying Pan</i>                                                                                         | 17 / 26* | 18 / 22  | 15 / 21* | 9 / 17*                       | 16 / 24* |
| <i>Layla</i>                                                                                              | 11 / 16* | 13 / 16  | —        | 8 / 16*                       | 11 / 15  |
| <i>Rite of Passage</i>                                                                                    | 9 / 15*  | 9 / 13   | 10 / 15* | 9 / 15*                       | 9 / 15*  |
| <b>PARENTS</b>                                                                                            |          |          |          |                               |          |
| <b>Parents who reported they saw each ad "often" in the past few months...</b>                            |          |          |          |                               |          |
| <i>O'Connor</i>                                                                                           | 19 / 29* | 28 / 38* | 21 / 29* | —                             | 20 / 29* |
| <i>Girl Interview</i>                                                                                     | 5 / 14*  | 10 / 16* | 9 / 15*  | —                             | 7 / 15*  |
| <i>Under Your Nose</i>                                                                                    | 6 / 9    | —        | —        | —                             | 8 / 12   |

NOTE: All cells with numbers are statistically significant.

\* Indicates percentage point change  $\geq 5$  (i.e., significant in a practical sense).

**Exhibit 2**  
**National Youth Anti-Drug Media Campaign: Phase II**  
**Responses to Awareness Questions in Percents: All Race/Ethnic Groups**

| Questions                                                                                               | Baseline<br>% | Followup<br>% | Pre-Post<br>Change<br>% <sup>1</sup> | %<br>Change <sup>2</sup> |
|---------------------------------------------------------------------------------------------------------|---------------|---------------|--------------------------------------|--------------------------|
| <b>YOUTH</b>                                                                                            |               |               |                                      |                          |
| <b>Youth who responded they learn "a lot" that drugs are bad from...</b>                                |               |               |                                      |                          |
| School class                                                                                            | 73            | 73            | 0                                    | -                        |
| Parents or grandparents                                                                                 | 70            | 72            | 2*                                   | 2.6                      |
| Brother or sister                                                                                       | 37            | 40            | 3*                                   | 7.2                      |
| Friends                                                                                                 | 39            | 42            | 3*                                   | 6.8                      |
| TV commercials                                                                                          | 44            | 52            | 8**                                  | 18.5                     |
| TV shows, news, or movies                                                                               | 47            | 50            | 3*                                   | 7.4                      |
| On the street                                                                                           | 40            | 44            | 4*                                   | 9.2                      |
| <b>Youth who responded "yes, I have seen the ad..."</b>                                                 |               |               |                                      |                          |
| <i>Long Way Home</i>                                                                                    | 44            | 54            | 10**                                 | 22.6                     |
| <i>Drowning</i>                                                                                         | 36            | 43            | 7**                                  | 18.0                     |
| <i>Girlfriend</i>                                                                                       | 32            | 42            | 10**                                 | 30.7                     |
| <b>Youth who "agree" that TV ads or commercials...</b>                                                  |               |               |                                      |                          |
| Tell you something you didn't know about drugs.                                                         | 59            | 64            | 5*                                   | 8.2                      |
| Make you stay away from drugs.                                                                          | 61            | 69            | 8*                                   | 12.3                     |
| Make you more aware of how dangerous drugs are.                                                         | 76            | 80            | 4*                                   | 5.9                      |
| Tell lies about how dangerous drugs are.                                                                | 30            | 27            | -3*                                  | -10.0                    |
| <b>TEENS</b>                                                                                            |               |               |                                      |                          |
| <b>Teen frequency of seeing or hearing commercials or ads telling them about the risks of drugs...</b>  |               |               |                                      |                          |
| Not at all                                                                                              | 10            | 8             | -2*                                  | -23.8                    |
| Less than once a month                                                                                  | 14            | 11            | -3*                                  | -21.1                    |
| 1-3 times a month                                                                                       | 26            | 24            | -2*                                  | -10.5                    |
| 1-3 times a week                                                                                        | 21            | 23            | 2*                                   | 8.7                      |
| Every day or almost every day                                                                           | 18            | 21            | 3*                                   | 16.7                     |
| More than once a day                                                                                    | 9             | 12            | 3*                                   | 33.3                     |
| <b>Teens who agree they learned "a lot" from...</b>                                                     |               |               |                                      |                          |
| School lessons or programs                                                                              | 48            | 49            | 1                                    | 2.6                      |
| Parents or grandparents                                                                                 | 30            | 33            | 3*                                   | 7.5                      |
| Brother or sister                                                                                       | 21            | 22            | 1*                                   | 5.7                      |
| Friends                                                                                                 | 36            | 35            | -1*                                  | -4.6                     |
| TV commercials                                                                                          | 25            | 30            | 5**                                  | 20.6                     |
| TV shows, news, or movies                                                                               | 34            | 36            | 2*                                   | 8.1                      |
| Radio                                                                                                   | 13            | 13            | 0                                    | -                        |
| Print ads in newspapers or magazines                                                                    | 18            | 19            | 1*                                   | 9.6                      |
| Billboards outside                                                                                      | 12            | 14            | 2*                                   | 12.6                     |
| Posters on buses, bus stops, or subways                                                                 | 11            | 12            | 1*                                   | 10.6                     |
| School posters                                                                                          | 18            | 22            | 4*                                   | 20.2                     |
| On the street                                                                                           | 29            | 29            | 0                                    | -                        |
| <b>Teens who reported they have seen the commercials "often" in the past few months...</b>              |               |               |                                      |                          |
| <i>Alex Straight A's</i>                                                                                | 9             | 17            | 8**                                  | 89.8                     |
| <i>Frying Pan</i>                                                                                       | 18            | 32            | 14**                                 | 76.4                     |
| <i>Layla</i>                                                                                            | 7             | 9             | 2*                                   | 41.3                     |
| <i>Rite of Passage</i>                                                                                  | 7             | 12            | 5**                                  | 83.8                     |
| <b>Teens who "agree a lot" that the following ads have made them less likely to try or use drugs...</b> |               |               |                                      |                          |
| <i>Alex Straight A's</i>                                                                                | 12            | 19            | 7**                                  | 52.2                     |
| <i>Frying Pan</i>                                                                                       | 23            | 36            | 13**                                 | 59.3                     |
| <i>Layla</i>                                                                                            | 12            | 16            | 4*                                   | 32.4                     |
| <i>Rite of Passage</i>                                                                                  | 10            | 16            | 6**                                  | 56.9                     |

**Exhibit 2 (continued)**  
**National Youth Anti-Drug Media Campaign: Phase II**  
**Responses to Awareness Questions in Percents: All Race/Ethnic Groups**

| Questions                                                                                                   | Baseline % | Followup % | Pre-Post Change % <sup>1</sup> | % Change <sup>2</sup> |
|-------------------------------------------------------------------------------------------------------------|------------|------------|--------------------------------|-----------------------|
| <b>Teens who "don't agree at all" that the following ads exaggerated the risks or dangers of drugs...</b>   |            |            |                                |                       |
| <i>Alex Straight A's</i>                                                                                    | 13         | 20         | 7**                            | 53.1                  |
| <i>Frying Pan</i>                                                                                           | 16         | 24         | 8**                            | 49.3                  |
| <i>Layla</i>                                                                                                | 11         | 15         | 4*                             | 33.8                  |
| <i>Rite of Passage</i>                                                                                      | 9          | 15         | 6**                            | 64.8                  |
| <b>PARENTS</b>                                                                                              |            |            |                                |                       |
| <b>Parent frequency of seeing or hearing commercials or ads telling about the risks of drugs...</b>         |            |            |                                |                       |
| Not at all                                                                                                  | 8          | 7          | -1                             | -14.1                 |
| Less than once a month                                                                                      | 8          | 6          | -2*                            | -25.0                 |
| 1-3 times a month                                                                                           | 29         | 27         | -2                             | -5.7                  |
| 1-3 times a week                                                                                            | 25         | 26         | 1                              | 2.3                   |
| Every day or almost every day                                                                               | 25         | 29         | 4*                             | 13.6                  |
| More than once a day                                                                                        | 4          | 6          | 2*                             | 27.9                  |
| <b>Parents who "agree a lot" that...</b>                                                                    |            |            |                                |                       |
| Commercials or ads made you more aware of the risks of using drugs                                          | 46         | 49         | 3                              | 4.9                   |
| Commercials or ads have given you new information or told you things you didn't know about drugs            | 26         | 30         | 4*                             | 14.7                  |
| Commercials or ads made you aware that America's drug problem is something that could affect your children. | 62         | 65         | 3*                             | 4.4                   |
| <b>Parents who reported they saw each ad "often" in the past few months</b>                                 |            |            |                                |                       |
| <i>Burbs</i>                                                                                                | 21         | 19         | -2                             | -9.7                  |
| <i>O'Connor</i>                                                                                             | 20         | 29         | 9**                            | 43.8                  |
| <i>Girl Interview</i>                                                                                       | 7          | 15         | 8**                            | 121                   |
| <i>Under Your Nose</i>                                                                                      | 8          | 12         | 4*                             | 46.0                  |

\*Indicates significant difference at the 95% confidence level.

\*\*Indicates percentage point change  $\geq 5$  (i.e., significant in a practical sense)

<sup>1</sup> "Pre-Post Change %" refers to difference in percentage points between baseline and followup.

<sup>2</sup> "% Change" is calculated by using the formula:  $[(F\% - B\%) \div B\%] \times 100$ , where "F%" is percent at followup and "B%" is percent at baseline.



**Exhibit 3**  
**National Youth Anti-Drug Media Campaign: Phase II**  
**Responses to Awareness Questions in Percents: Blacks**

| Questions                                                                                               | Baseline % | Followup % | Pre-Post Change % <sup>1</sup> | % Change <sup>2</sup> |
|---------------------------------------------------------------------------------------------------------|------------|------------|--------------------------------|-----------------------|
| <b>YOUTH</b>                                                                                            |            |            |                                |                       |
| <b>Youth who responded they learn "a lot" that drugs are bad from...</b>                                |            |            |                                |                       |
| School class                                                                                            | 76         | 78         | 2                              | 2.6                   |
| Parents or grandparents                                                                                 | 80         | 80         | 0                              | -                     |
| Brother or sister                                                                                       | 52         | 54         | 2                              | 3.8                   |
| Friends                                                                                                 | 48         | 51         | 3                              | 6.3                   |
| TV commercials                                                                                          | 54         | 62         | 8**                            | 14.8                  |
| TV shows, news, or movies                                                                               | 58         | 64         | 6**                            | 10.3                  |
| On the street                                                                                           | 51         | 57         | 6**                            | 11.8                  |
| <b>Youth who responded "yes, I have seen the ad..."</b>                                                 |            |            |                                |                       |
| <i>Long Way Home</i>                                                                                    | 58         | 66         | 8**                            | 13.8                  |
| <i>Drowning</i>                                                                                         | 50         | 53         | 3                              | 6                     |
| <i>Girlfriend</i>                                                                                       | 53         | 61         | 8**                            | 15.1                  |
| <b>Youth who "agree" that TV ads or commercials...</b>                                                  |            |            |                                |                       |
| Tell you something you didn't know about drugs.                                                         | 68         | 70         | 2                              | 2.9                   |
| Make you stay away from drugs.                                                                          | 71         | 73         | 2                              | 2.8                   |
| Make you more aware of how dangerous drugs are.                                                         | 82         | 83         | 1                              | 1.2                   |
| Tell lies about how dangerous drugs are.                                                                | 30         | 27         | -3                             | -10.0                 |
| <b>TEENS</b>                                                                                            |            |            |                                |                       |
| <b>Teen frequency of seeing or hearing commercials or ads telling them about the risks of drugs...</b>  |            |            |                                |                       |
| Not at all                                                                                              | 10         | 9          | -1                             | -10.0                 |
| Less than once a month                                                                                  | 12         | 9          | -3*                            | -25.0                 |
| 1-3 times a month                                                                                       | 18         | 18         | 0                              | -                     |
| 1-3 times a week                                                                                        | 17         | 19         | 2                              | 11.8                  |
| Every day or almost every day                                                                           | 24         | 26         | 2                              | 8.3                   |
| More than once a day                                                                                    | 14         | 16         | 2                              | 14.3                  |
| <b>Teens who agree they learned "a lot" from...</b>                                                     |            |            |                                |                       |
| School lessons or programs                                                                              | 51         | 55         | 4                              | 7.8                   |
| Parents or grandparents                                                                                 | 46         | 48         | 2                              | 4.3                   |
| Brother or sister                                                                                       | 26         | 29         | 3*                             | 11.5                  |
| Friends                                                                                                 | 31         | 33         | 2                              | 6.5                   |
| TV commercials                                                                                          | 37         | 41         | 4                              | 10.8                  |
| TV shows, news, or movies                                                                               | 46         | 50         | 4*                             | 8.7                   |
| Radio                                                                                                   | 20         | 21         | 1                              | 5.0                   |
| Print ads in newspapers or magazines                                                                    | 25         | 29         | 4*                             | 16.0                  |
| Billboards outside                                                                                      | 20         | 23         | 3*                             | 15.0                  |
| Posters on buses, bus stops, or subways                                                                 | 20         | 20         | 0                              | -                     |
| School posters                                                                                          | 27         | 31         | 4*                             | 14.8                  |
| On the street                                                                                           | 40         | 39         | -1                             | 2.5                   |
| <b>Teens who reported they have seen the commercials "often" in the past few months...</b>              |            |            |                                |                       |
| <i>Alex Straight A's</i>                                                                                | 14         | 18         | 4*                             | 28.6                  |
| <i>Frying Pan</i>                                                                                       | 26         | 38         | 12**                           | 46.2                  |
| <i>Layla</i>                                                                                            | 12         | 14         | 2                              | 16.7                  |
| <i>Rite of Passage</i>                                                                                  | 10         | 15         | 5**                            | 50.0                  |
| <b>Teens who "agree a lot" that the following ads have made them less likely to try or use drugs...</b> |            |            |                                |                       |
| <i>Alex Straight A's</i>                                                                                | 17         | 24         | 7**                            | 41.2                  |
| <i>Frying Pan</i>                                                                                       | 34         | 44         | 10**                           | 29.4                  |
| <i>Layla</i>                                                                                            | 16         | 22         | 6**                            | 37.5                  |
| <i>Rite of Passage</i>                                                                                  | 13         | 20         | 7**                            | 53.8                  |

**Exhibit 3 (continued)**  
**National Youth Anti-Drug Media Campaign: Phase II**  
**Responses to Awareness Questions in Percents: Blacks**

| Questions                                                                                                   | Baseline % | Followup % | Pre-Post Change % <sup>1</sup> | % Change <sup>2</sup> |
|-------------------------------------------------------------------------------------------------------------|------------|------------|--------------------------------|-----------------------|
| <b>Teens who "don't agree at all" that the following ads exaggerated the risks or dangers of drugs...</b>   |            |            |                                |                       |
| <i>Alex Straight A's</i>                                                                                    | 14         | 18         | 4*                             | 28.6                  |
| <i>Frying Pan</i>                                                                                           | 18         | 22         | 4*                             | 22.2                  |
| <i>Layla</i>                                                                                                | 13         | 16         | 3*                             | 23.1                  |
| <i>Rite of Passage</i>                                                                                      | 9          | 13         | 4*                             | 44.4                  |
| <b>PARENTS</b>                                                                                              |            |            |                                |                       |
| <b>Parent frequency of seeing or hearing commercials or ads telling about the risks of drugs...</b>         |            |            |                                |                       |
| Not at all                                                                                                  | 6          | 5          | -1                             | -16.7                 |
| Less than once a month                                                                                      | 7          | 6          | -1                             | -14.3                 |
| 1-3 times a month                                                                                           | 21         | 16         | -5**                           | -23.8                 |
| 1-3 times a week                                                                                            | 19         | 23         | 4                              | 21.1                  |
| Every day or almost every day                                                                               | 38         | 42         | 4                              | 10.5                  |
| More than once a day                                                                                        | 8          | 8          | 0                              | -                     |
| <b>Parents who "agree a lot" that...</b>                                                                    |            |            |                                |                       |
| Commercials or ads made you more aware of the risks of using drugs                                          | 60         | 61         | 1                              | 1.7                   |
| Commercials or ads have given you new information or told you things you didn't know about drugs            | 37         | 46         | 9**                            | 24.3                  |
| Commercials or ads made you aware that America's drug problem is something that could affect your children. | 73         | 73         | 0                              | -                     |
| <b>Parents who reported they saw each ad "often" in the past few months</b>                                 |            |            |                                |                       |
| <i>Burbs</i>                                                                                                | 22         | 23         | 1                              | 4.5                   |
| <i>O'Connor</i>                                                                                             | 28         | 38         | 10**                           | 35.7                  |
| <i>Girl Interview</i>                                                                                       | 10         | 16         | 6**                            | 60.0                  |
| <i>Under Your Nose</i>                                                                                      | 12         | 16         | 4                              | 33.3                  |

NOTE: It is important to recognize that, while the increases in awareness for *Drowning* and *Layla* were not significant for Blacks, the level of awareness is generally higher for Blacks at baseline and followup, as reflected in the percentages for awareness of ads. Further, for several variables included in the evaluation, awareness levels were higher for Blacks, even though pre-post changes were not statistically significant.

\*Indicates significant difference at the 95% confidence level.

\*\*Indicates percentage point change  $\geq 5$  (i.e., significant in a practical sense)

<sup>1</sup> "Pre-Post Change %" refers to difference in percentage points between baseline and followup.

<sup>2</sup> "% Change" is calculated by using the formula:  $[(F\% - B\%) \div B\%] \times 100$ , where "F%" is percent at followup and "B%" is percent at baseline.

**Exhibit 4**  
**National Youth Anti-Drug Media Campaign: Phase II**  
**Responses to Awareness Questions in Percents: Hispanics**

| Questions                                                                                               | Baseline<br>% | Followup<br>% | Pre-Post<br>Change<br>% <sup>1</sup> | %<br>Change <sup>2</sup> |
|---------------------------------------------------------------------------------------------------------|---------------|---------------|--------------------------------------|--------------------------|
| <b>YOUTH</b>                                                                                            |               |               |                                      |                          |
| <b>Youth who responded they learn "a lot" that drugs are bad from...</b>                                |               |               |                                      |                          |
| School class                                                                                            | 77            | 78            | 1                                    | 1.3                      |
| Parents or grandparents                                                                                 | 74            | 77            | 3                                    | 4.1                      |
| Brother or sister                                                                                       | 49            | 52            | 3                                    | 6.1                      |
| Friends                                                                                                 | 49            | 52            | 3                                    | 6.1                      |
| TV commercials                                                                                          | 52            | 59            | 7**                                  | 13.5                     |
| TV shows, news, or movies                                                                               | 54            | 57            | 3                                    | 5.6                      |
| On the street                                                                                           | 51            | 55            | 4                                    | 7.8                      |
| <b>Youth who responded "yes, I have seen the ad..."</b>                                                 |               |               |                                      |                          |
| <i>Long Way Home</i>                                                                                    | 49            | 58            | 9**                                  | 18.4                     |
| <i>Drowning</i>                                                                                         | 49            | 58            | 9**                                  | 18.4                     |
| <i>Girlfriend</i>                                                                                       | 36            | 47            | 11**                                 | 30.6                     |
| <b>Youth who "agree" that TV ads or commercials...</b>                                                  |               |               |                                      |                          |
| Tell you something you didn't know about drugs.                                                         | 64            | 70            | 6**                                  | 9.4                      |
| Make you stay away from drugs.                                                                          | 66            | 72            | 6**                                  | 9.1                      |
| Make you more aware of how dangerous drugs are.                                                         | 76            | 81            | 5**                                  | 6.6                      |
| Tell lies about how dangerous drugs are.                                                                | 33            | 31            | -2                                   | -6.1                     |
| <b>TEENS</b>                                                                                            |               |               |                                      |                          |
| <b>Teen frequency of seeing or hearing commercials or ads telling them about the risks of drugs...</b>  |               |               |                                      |                          |
| Not at all                                                                                              | 11            | 10            | -1                                   | -9.1                     |
| Less than once a month                                                                                  | 14            | 10            | -4*                                  | -28.6                    |
| 1-3 times a month                                                                                       | 23            | 20            | -3*                                  | -13.0                    |
| 1-3 times a week                                                                                        | 17            | 19            | 2                                    | 11.8                     |
| Every day or almost every day                                                                           | 21            | 24            | 3                                    | 14.3                     |
| More than once a day                                                                                    | 11            | 14            | 3*                                   | 27.3                     |
| <b>Teens who agree they learned "a lot" from...</b>                                                     |               |               |                                      |                          |
| School lessons or programs                                                                              | 49            | 50            | 1                                    | 2.0                      |
| Parents or grandparents                                                                                 | 39            | 40            | 1                                    | 2.6                      |
| Brother or sister                                                                                       | 28            | 28            | 0                                    | —                        |
| Friends                                                                                                 | 37            | 35            | -2                                   | -5.4                     |
| TV commercials                                                                                          | 26            | 32            | 6**                                  | 23.1                     |
| TV shows, news, or movies                                                                               | 36            | 40            | 4*                                   | 11.1                     |
| Radio                                                                                                   | 15            | 17            | 2                                    | 13.3                     |
| Print ads in newspapers or magazines                                                                    | 22            | 25            | 3*                                   | 13.6                     |
| Billboards outside                                                                                      | 16            | 18            | 2*                                   | 12.5                     |
| Posters on buses, bus stops, or subways                                                                 | 15            | 18            | 3*                                   | 20.0                     |
| School posters                                                                                          | 23            | 27            | 4*                                   | 17.4                     |
| On the street                                                                                           | 33            | 37            | 4*                                   | 12.1                     |
| <b>Teens who reported they have seen the commercials "often" in the past few months...</b>              |               |               |                                      |                          |
| <i>Alex Straight A's</i>                                                                                | 11            | 17            | 6**                                  | 54.5                     |
| <i>Frying Pan</i>                                                                                       | 16            | 29            | 13**                                 | 81.3                     |
| <i>Layla</i>                                                                                            | 9             | 13            | 4*                                   | 44.4                     |
| <i>Rite of Passage</i>                                                                                  | 11            | 17            | 6**                                  | 54.5                     |
| <b>Teens who "agree a lot" that the following ads have made them less likely to try or use drugs...</b> |               |               |                                      |                          |
| <i>Alex Straight A's</i>                                                                                | 15            | 21            | 6**                                  | 40.0                     |
| <i>Frying Pan</i>                                                                                       | 21            | 34            | 13**                                 | 61.9                     |
| <i>Layla</i>                                                                                            | 15            | 18            | 3*                                   | 20.0                     |
| <i>Rite of Passage</i>                                                                                  | 14            | 22            | 8**                                  | 57.1                     |

**Exhibit 4 (continued)**  
**National Youth Anti-Drug Media Campaign: Phase II**  
**Responses to Awareness Questions in Percents: Hispanics**

| Questions                                                                                                   | Baseline % | Followup % | Pre-Post Change % <sup>1</sup> | % Change <sup>2</sup> |
|-------------------------------------------------------------------------------------------------------------|------------|------------|--------------------------------|-----------------------|
| <b>Teens who "don't agree at all" that the following ads exaggerated the risks or dangers of drugs...</b>   |            |            |                                |                       |
| <i>Alex Straight A's</i>                                                                                    | 12         | 17         | 5**                            | 41.7                  |
| <i>Frying Pan</i>                                                                                           | 15         | 21         | 6**                            | 40.0                  |
| <i>Layla</i>                                                                                                | 12         | 14         | 2                              | 16.7                  |
| <i>Rite of Passage</i>                                                                                      | 10         | 15         | 5**                            | 50.0                  |
| <b>PARENTS</b>                                                                                              |            |            |                                |                       |
| <b>Parent frequency of seeing or hearing commercials or ads telling about the risks of drugs...</b>         |            |            |                                |                       |
| Not at all                                                                                                  | 8          | 10         | 2                              | 25.0                  |
| Less than once a month                                                                                      | 8          | 5          | -3                             | -37.5                 |
| 1-3 times a month                                                                                           | 23         | 22         | -1                             | -4.3                  |
| 1-3 times a week                                                                                            | 23         | 24         | 1                              | 4.3                   |
| Every day or almost every day                                                                               | 31         | 31         | 0                              | —                     |
| More than once a day                                                                                        | 6          | 7          | 1                              | 16.7                  |
| <b>Parents who "agree a lot" that...</b>                                                                    |            |            |                                |                       |
| Commercials or ads made you more aware of the risks of using drugs                                          | 53         | 56         | 3                              | 5.7                   |
| Commercials or ads have given you new information or told you things you didn't know about drugs            | 38         | 37         | -1                             | -2.6                  |
| Commercials or ads made you aware that America's drug problem is something that could affect your children. | 71         | 70         | -1                             | -1.4                  |
| <b>Parents who reported they saw each ad "often" in the past few months</b>                                 |            |            |                                |                       |
| <i>Burbs</i>                                                                                                | 22         | 22         | 0                              | —                     |
| <i>O'Connor</i>                                                                                             | 21         | 29         | 8**                            | 38.0                  |
| <i>Girl Interview</i>                                                                                       | 9          | 15         | 6**                            | 66.7                  |
| <i>Under Your Nose</i>                                                                                      | 12         | 17         | 5                              | 41.7                  |

\*Indicates significant difference at the 95% confidence level.

\*\*Indicates percentage point change  $\geq 5$  (i.e., also significant in a practical sense)

<sup>1</sup> "Pre-Post Change %" refers to difference in percentage points between baseline and followup.

<sup>2</sup> "% Change" is calculated by using the formula:  $[(F\% - B\%) \div B\%] \times 100$ , where "F%" is percent at followup and "B%" is percent at baseline.



**Exhibit 5**  
**National Youth Anti-Drug Media Campaign: Phase II**  
**Responses to Awareness Questions in Percents: Whites**

| Questions                                                                                               | Baseline % | Followup % | Pre-Post Change % <sup>1</sup> | % Change <sup>2</sup> |
|---------------------------------------------------------------------------------------------------------|------------|------------|--------------------------------|-----------------------|
| <b>YOUTH</b>                                                                                            |            |            |                                |                       |
| <b>Youth who responded they learn "a lot" that drugs are bad from...</b>                                |            |            |                                |                       |
| School class                                                                                            | 72         | 71         | -1                             | -1.4                  |
| Parents or grandparents                                                                                 | 67         | 69         | 2*                             | 2.9                   |
| Brother or sister                                                                                       | 30         | 33         | 3*                             | 10.0                  |
| Friends                                                                                                 | 34         | 37         | 3*                             | 8.8                   |
| TV commercials                                                                                          | 39         | 47         | 8**                            | 20.5                  |
| TV shows, news, or movies                                                                               | 42         | 45         | 3*                             | 7.1                   |
| On the street                                                                                           | 34         | 37         | 3*                             | 8.8                   |
| <b>Youth who responded "yes, I have seen the ad..."</b>                                                 |            |            |                                |                       |
| <i>Long Way Home</i>                                                                                    | 40         | 51         | 11**                           | 27.5                  |
| <i>Drowning</i>                                                                                         | 29         | 37         | 8**                            | 27.6                  |
| <i>Girlfriend</i>                                                                                       | 26         | 37         | 11**                           | 42.3                  |
| <b>Youth who "agree" that TV ads or commercials...</b>                                                  |            |            |                                |                       |
| Tell you something you didn't know about drugs.                                                         | 56         | 61         | 5**                            | 8.9                   |
| Make you stay away from drugs.                                                                          | 58         | 68         | 10**                           | 17.2                  |
| Make you more aware of how dangerous drugs are.                                                         | 75         | 80         | 5**                            | 6.7                   |
| Tell lies about how dangerous drugs are.                                                                | 30         | 25         | 5**                            | 16.7                  |
| <b>TEENS</b>                                                                                            |            |            |                                |                       |
| <b>Teen frequency of seeing or hearing commercials or ads telling them about the risks of drugs...</b>  |            |            |                                |                       |
| Not at all                                                                                              | 10         | 6          | -4*                            | -40.0                 |
| Less than once a month                                                                                  | 14         | 11         | -3*                            | -21.4                 |
| 1-3 times a month                                                                                       | 30         | 26         | -4*                            | -13.3                 |
| 1-3 times a week                                                                                        | 23         | 25         | 2*                             | 8.7                   |
| Every day or almost every day                                                                           | 16         | 20         | 4*                             | 25.0                  |
| More than once a day                                                                                    | 7          | 10         | 3*                             | 42.9                  |
| <b>Teens who agree they learned "a lot" from...</b>                                                     |            |            |                                |                       |
| School lessons or programs                                                                              | 46         | 47         | 1                              | 2.2                   |
| Parents or grandparents                                                                                 | 25         | 27         | 2*                             | 8.0                   |
| Brother or sister                                                                                       | 18         | 19         | 1                              | 5.6                   |
| Friends                                                                                                 | 38         | 35         | -3*                            | -7.9                  |
| TV commercials                                                                                          | 21         | 26         | 5**                            | 23.8                  |
| TV shows, news, or movies                                                                               | 30         | 32         | 2*                             | 6.7                   |
| Radio                                                                                                   | 10         | 10         | 0                              | -                     |
| Print ads in newspapers or magazines                                                                    | 14         | 15         | 1                              | 7.1                   |
| Billboards outside                                                                                      | 10         | 11         | 1                              | 10.0                  |
| Posters on buses, bus stops, or subways                                                                 | 8          | 9          | 1                              | 12.5                  |
| School posters                                                                                          | 15         | 19         | 4*                             | 26.7                  |
| On the street                                                                                           | 25         | 24         | -1                             | -4.0                  |
| <b>Teens who reported they have seen the commercials "often" in the past few months...</b>              |            |            |                                |                       |
| <i>Alex Straight A's</i>                                                                                | 7          | 16         | 9**                            | 128.6                 |
| <i>Frying Pan</i>                                                                                       | 17         | 32         | 15**                           | 88.2                  |
| <i>Layla</i>                                                                                            | 5          | 8          | 3*                             | 60.0                  |
| <i>Rite of Passage</i>                                                                                  | 5          | 11         | 6**                            | 120.0                 |
| <b>Teens who "agree a lot" that the following ads have made them less likely to try or use drugs...</b> |            |            |                                |                       |
| <i>Alex Straight A's</i>                                                                                | 11         | 17         | 6**                            | 54.5                  |
| <i>Frying Pan</i>                                                                                       | 21         | 36         | 15**                           | 71.4                  |
| <i>Layla</i>                                                                                            | 10         | 14         | 4*                             | 40.0                  |
| <i>Rite of Passage</i>                                                                                  | 9          | 14         | 5*                             | 55.6                  |



**Exhibit 5 (continued)**  
**National Youth Anti-Drug Media Campaign: Phase II**  
**Responses to Awareness Questions in Percents: Whites**

| Questions                                                                                                   | Baseline % | Followup % | Pre-Post Change % <sup>1</sup> | % Change <sup>2</sup> |
|-------------------------------------------------------------------------------------------------------------|------------|------------|--------------------------------|-----------------------|
| <b>Teens who "don't agree at all" that the following ads exaggerated the risks or dangers of drugs...</b>   |            |            |                                |                       |
| <i>Alex Straight A's</i>                                                                                    | 13         | 21         | 8**                            | 61.5                  |
| <i>Frying Pan</i>                                                                                           | 17         | 26         | 9**                            | 52.9                  |
| <i>Layla</i>                                                                                                | 11         | 16         | 5**                            | 45.5                  |
| <i>Rite of Passage</i>                                                                                      | 9          | 15         | 6**                            | 66.7                  |
| <b>PARENTS</b>                                                                                              |            |            |                                |                       |
| <b>Parent frequency of seeing or hearing commercials or ads telling about the risks of drugs...</b>         |            |            |                                |                       |
| Not at all                                                                                                  | 7          | 5          | -2*                            | 28.6                  |
| Less than once a month                                                                                      | 8          | 6          | -2*                            | -25.0                 |
| 1-3 times a month                                                                                           | 33         | 31         | -2                             | -6.1                  |
| 1-3 times a week                                                                                            | 27         | 28         | 1                              | 3.7                   |
| Every day or almost every day                                                                               | 21         | 25         | 4*                             | 19.0                  |
| More than once a day                                                                                        | 4          | 5          | 1*                             | 25.0                  |
| <b>Parents who "agree a lot" that...</b>                                                                    |            |            |                                |                       |
| Commercials or ads made you more aware of the risks of using drugs                                          | 41         | 45         | 4*                             | 9.8                   |
| Commercials or ads have given you new information or told you things you didn't know about drugs            | 21         | 25         | 4*                             | 19.0                  |
| Commercials or ads made you aware that America's drug problem is something that could affect your children. | 58         | 62         | 4*                             | 6.9                   |
| <b>Parents who reported they saw each ad "often" in the past few months</b>                                 |            |            |                                |                       |
| <i>Burbs</i>                                                                                                | 18         | 17         | -1                             | -5.6                  |
| <i>O'Connor</i>                                                                                             | 19         | 29         | 10**                           | 52.6                  |
| <i>Girl Interview</i>                                                                                       | 5          | 14         | 9**                            | 180.0                 |
| <i>Under Your Nose</i>                                                                                      | 6          | 9          | 3*                             | 50.0                  |

\*Indicates significant difference at the 95% confidence level.

\*\*Indicates percentage point change  $\geq 5$  (i.e., also significant in a practical sense)

<sup>1</sup> "Pre-Post Change %" refers to difference in percentage points between baseline and followup.

<sup>2</sup> "% Change" is calculated by using the formula:  $[(F\% - B\%) \div B\%] \times 100$ , where "F%" is percent at followup and "B%" is percent at baseline.

**Exhibit 6**  
**National Youth Anti-Drug Media Campaign: Phase II**  
**Responses to Awareness Questions in Percents: Asian/Pacific Islanders**

| Questions                                                                                               | Baseline % | Followup % | Pre-Post Change % <sup>1</sup> | % Change <sup>2</sup> |
|---------------------------------------------------------------------------------------------------------|------------|------------|--------------------------------|-----------------------|
| <b>YOUTH</b>                                                                                            |            |            |                                |                       |
| <b>Youth who responded they learn "a lot" that drugs are bad from...</b>                                |            |            |                                |                       |
| School class                                                                                            | 77         | 76         | -1                             | -1.3                  |
| Parents or grandparents                                                                                 | 71         | 71         | 0                              | -                     |
| Brother or sister                                                                                       | 38         | 45         | 7                              | 18.4                  |
| Friends                                                                                                 | 42         | 45         | 3                              | 7.1                   |
| TV commercials                                                                                          | 51         | 57         | 6*                             | 11.8                  |
| TV shows, news, or movies                                                                               | 53         | 54         | 1                              | 1.9                   |
| On the street                                                                                           | 44         | 49         | 5                              | 11.4                  |
| <b>Youth who responded "yes, I have seen the ad..."</b>                                                 |            |            |                                |                       |
| <i>Long Way Home</i>                                                                                    | 49         | 53         | 4                              | 8.2                   |
| <i>Drowning</i>                                                                                         | 38         | 41         | 3                              | 7.9                   |
| <i>Girlfriend</i>                                                                                       | 32         | 38         | 6                              | 18.8                  |
| <b>Youth who "agree" that TV ads or commercials...</b>                                                  |            |            |                                |                       |
| Tell you something you didn't know about drugs.                                                         | 65         | 71         | 6*                             | 9.2                   |
| Make you stay away from drugs.                                                                          | 70         | 75         | 5                              | 7.1                   |
| Make you more aware of how dangerous drugs are.                                                         | 78         | 82         | 4                              | 5.1                   |
| Tell lies about how dangerous drugs are.                                                                | 23         | 28         | 5                              | 21.7                  |
| <b>TEENS</b>                                                                                            |            |            |                                |                       |
| <b>Teen frequency of seeing or hearing commercials or ads telling them about the risks of drugs...</b>  |            |            |                                |                       |
| Not at all                                                                                              | 9          | 9          | 0                              | -                     |
| Less than once a month                                                                                  | 16         | 9          | -7*                            | -43.8                 |
| 1-3 times a month                                                                                       | 20         | 25         | 5*                             | 25.0                  |
| 1-3 times a week                                                                                        | 23         | 20         | -3                             | -13.0                 |
| Every day or almost every day                                                                           | 17         | 23         | 6*                             | 35.3                  |
| More than once a day                                                                                    | 12         | 11         | -1                             | -8.3                  |
| <b>Teens who agree they learned "a lot" from...</b>                                                     |            |            |                                |                       |
| School lessons or programs                                                                              | 60         | 57         | -3                             | -5.0                  |
| Parents or grandparents                                                                                 | 31         | 31         | 0                              | -                     |
| Brother or sister                                                                                       | 22         | 22         | 0                              | -                     |
| Friends                                                                                                 | 33         | 34         | 1                              | 3.0                   |
| TV commercials                                                                                          | 33         | 32         | -1                             | -3.0                  |
| TV shows, news, or movies                                                                               | 44         | 38         | -6*                            | -13.6                 |
| Radio                                                                                                   | 17         | 18         | 1                              | 5.9                   |
| Print ads in newspapers or magazines                                                                    | 27         | 25         | -2                             | -7.4                  |
| Billboards outside                                                                                      | 16         | 15         | -1                             | -6.3                  |
| Posters on buses, bus stops, or subways                                                                 | 17         | 20         | 3                              | 17.6                  |
| School posters                                                                                          | 24         | 24         | 0                              | -                     |
| On the street                                                                                           | 28         | 32         | 4                              | 14.3                  |
| <b>Teens who reported they have seen the commercials "often" in the past few months...</b>              |            |            |                                |                       |
| <i>Alex Straight A's</i>                                                                                | 11         | 19         | 8*                             | 72.7                  |
| <i>Frying Pan</i>                                                                                       | 16         | 31         | 15*                            | 93.8                  |
| <i>Layla</i>                                                                                            | 8          | 11         | 3                              | 37.5                  |
| <i>Rite of Passage</i>                                                                                  | 6          | 14         | 8*                             | 133.3                 |
| <b>Teens who "agree a lot" that the following ads have made them less likely to try or use drugs...</b> |            |            |                                |                       |
| <i>Alex Straight A's</i>                                                                                | 14         | 19         | 5                              | 35.7                  |
| <i>Frying Pan</i>                                                                                       | 18         | 33         | 15*                            | 83.3                  |
| <i>Layla</i>                                                                                            | 14         | 21         | 7*                             | 50.0                  |
| <i>Rite of Passage</i>                                                                                  | 13         | 20         | 7*                             | 53.8                  |

**Exhibit 6 (continued)**  
**National Youth Anti-Drug Media Campaign: Phase II**  
**Responses to Awareness Questions in Percents: Asian/Pacific Islanders**

| Questions                                                                                                   | Baseline % | Followup % | Pre-Post Change % <sup>1</sup> | % Change <sup>2</sup> |
|-------------------------------------------------------------------------------------------------------------|------------|------------|--------------------------------|-----------------------|
| <b>Teens who "don't agree at all" that the following ads exaggerated the risks or dangers of drugs...</b>   |            |            |                                |                       |
| <i>Alex Straight A's</i>                                                                                    | 9          | 16         | 7*                             | 77.8                  |
| <i>Frying Pan</i>                                                                                           | 9          | 17         | 8*                             | 88.9                  |
| <i>Layla</i>                                                                                                | 8          | 16         | 8*                             | 100.0                 |
| <i>Rite of Passage</i>                                                                                      | 9          | 15         | 6*                             | 66.7                  |
| <b>PARENTS</b>                                                                                              |            |            |                                |                       |
| <b>Parent frequency of seeing or hearing commercials or ads telling about the risks of drugs...</b>         |            |            |                                |                       |
| Not at all                                                                                                  | 13         | 18         | 5                              | 38.5                  |
| Less than once a month                                                                                      | 11         | 11         | 0                              | -                     |
| 1-3 times a month                                                                                           | 29         | 29         | 0                              | -                     |
| 1-3 times a week                                                                                            | 24         | 15         | -9                             | -37.5                 |
| Every day or almost every day                                                                               | 20         | 24         | 4                              | 20.0                  |
| More than once a day                                                                                        | 4          | 3          | -1                             | -25.0                 |
| <b>Parents who "agree a lot" that...</b>                                                                    |            |            |                                |                       |
| Commercials or ads made you more aware of the risks of using drugs                                          | 52         | 41         | -11                            | -21.2                 |
| Commercials or ads have given you new information or told you things you didn't know about drugs            | 23         | 26         | 3                              | 13.0                  |
| Commercials or ads made you aware that America's drug problem is something that could affect your children. | 60         | 62         | 2                              | 3.3                   |
| <b>Parents who reported they saw each ad "often" in the past few months</b>                                 |            |            |                                |                       |
| <i>Burbs</i>                                                                                                | 15         | 13         | -2                             | -13.3                 |
| <i>O'Connor</i>                                                                                             | 10         | 15         | 5                              | 50.0                  |
| <i>Girl Interview</i>                                                                                       | 5          | 13         | 8*                             | 160.0                 |
| <i>Under Your Nose</i>                                                                                      | 6          | 11         | 5                              | 83.3                  |

NOTE: Because of the relatively small sample size for Asian/Pacific Islanders, statistically significant differences occur less frequently, even when the change from baseline to followup appears to be large (i.e.,  $\geq 5$  percentage points).

\*Indicates significant difference at the 95% confidence level.

\*\*Indicates significant difference at the 90% confidence level.

<sup>1</sup>"Pre-Post Change %" refers to difference in percentage points between baseline and followup.

<sup>2</sup>"% Change" is calculated by using the formula:  $[(F\% - B\%) \div B\%] \times 100$ , where "F%" is percent at followup and "B%" is percent at baseline.